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A Handbook for Teachers of Migrant Children in Wyoming.

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The purpose of this handbook is to assist those who work with the Migrant Children's Summer Programs in providing improved educational offerings. Objectives of a migrant program instituted in Wyoming for the children of Mexican American migrant workers are enumerated, along with personnel and administrative requirements necessary to institute similar programs in other locations. Specific guidelines to be followed in the teaching of migrant children are provided in each of 10 curricular areas (including art, health and safety, mathematics, and language arts). A system is also outlined which is being used to provide for the maintenance and transfer of a student's academic records as the migrant family moves within a state or between states. A selected bibliography is included on teaching the educationally disadvantaged. (DA)

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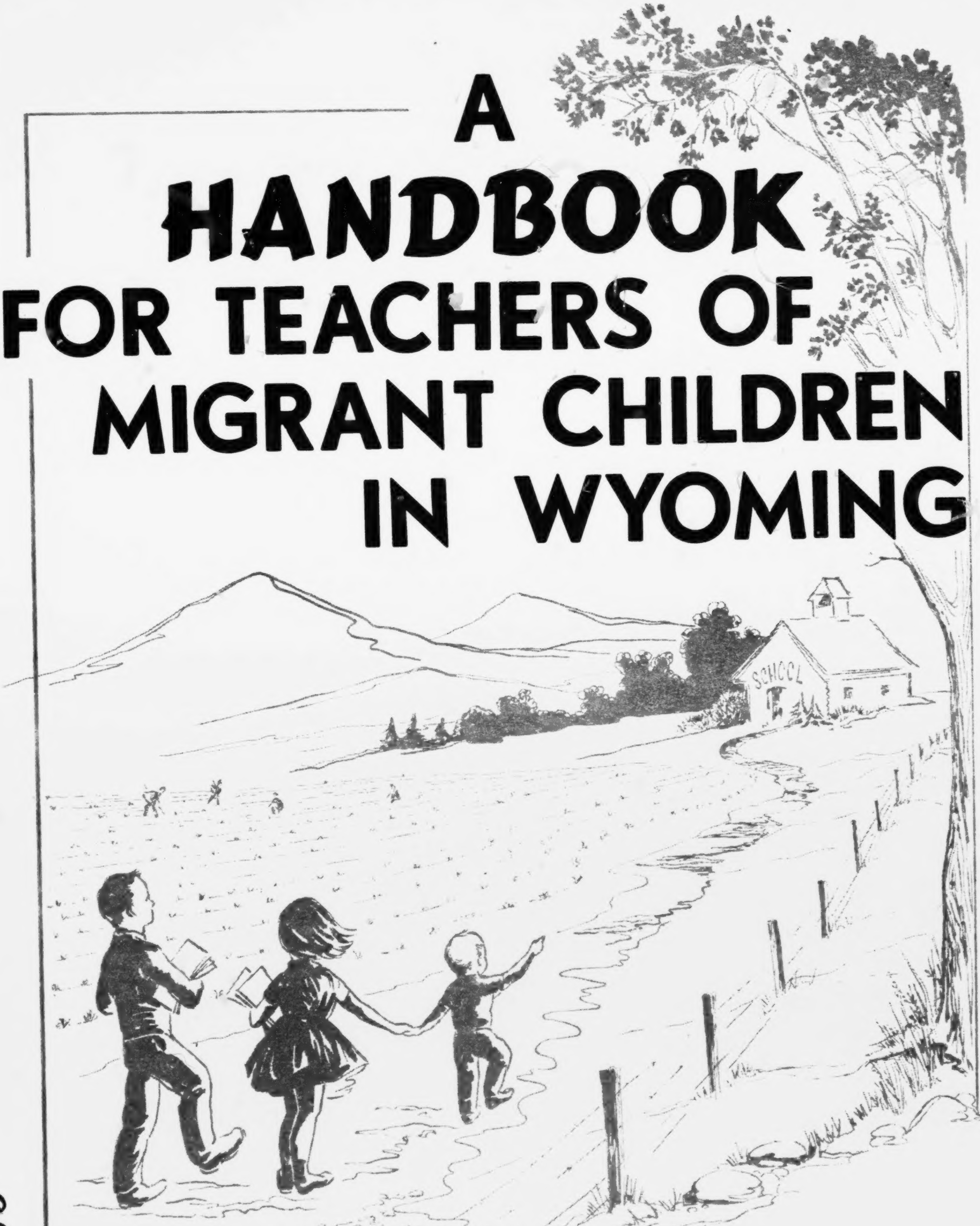
A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING



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A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING

Prepared by
Wyoming State Department of Education
in cooperation with the
College of Education
University of Wyoming

Published from Title I of E.S.E.A. Migrant Education Funds
Laramie, Wyoming
1968

FOREWORD

Classes for children of migrant agricultural workers were established in Wyoming during the summer of 1968 for the first time. Funds for Migrant Education from Title I of the Elementary-Secondary Education Act of 1965 were used for summer classes at Lovell, Worland, Riverton, Lingle, Huntley and Torrington. A total of 602 children were enrolled.

The Handbook for Teachers of Migrant Children in Wyoming developed in the 1967 workshop for teachers at the University of Wyoming was used as a guide by the teachers in the different summer schools.

At the close of the summer schools twenty-nine people who had worked in the program came to the University of Wyoming for a one week session to evaluate their programs and to revise the handbook. This handbook is the result of the work of the teachers and summer school directors attending that workshop. This revised guide is more specific and gives needed suggestions left out in the first edition. This guide may be used as a source of information by those who will work with the program in the future.

Harry Roberts

Harry Roberts,
State Superintendent of
Public Instruction

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PREFACE

The purpose of this handbook is to assist those who work with the Migrant Children's Summer Programs in providing a more effective offering to the children. Hopefully this guide will be of special assistance to those who are associating themselves in a Migrant Program for the first time. Even experienced teachers will find that they will be challenged in finding ways to meet the needs of these children. For those teachers this publication should serve as a point of departure. Suggestions for creative teaching ideas and necessary routine procedures are outlined.

The five-week summer workshop for prospective teachers was financed from Title I of the Elementary and Secondary Education Act of 1965 as amended to include children of Agricultural Migrant Workers. The College of Education at the University of Wyoming operated the workshop during the summer of 1967 through a contract with the Wyoming State Department of Education and the U.S. Office of Education. The workshop was directed by Dr. Roger D. Fisher with Dr. Glenn McMenemy as Assistant Director. Mr. Merle V. Chase, Coordinator of Federal Programming and Miss Dorris L. Sander, Director of Educational Programs for Migrant Children and Rural Education from the Wyoming State Department of Education helped the university staff to organize the first summer workshop program to prepare teachers for migrant children. Other Wyoming State Department of Education people involved were Mr. Harry Roberts, State Superintendent of Public Instruction; Mr. Brian Schmidt, Testing Specialist; and Mr. Glenn Reynick, Evaluation Specialist for Title I of E.S.E.A., Denver Region Office of the U.S. Office of Education also assisted.

The Colorado State Department of Education was asked to assist. Members involved were Mr. Ward Vining, Assistant Superintendent, and Mr. Nick Rossi, Director of the Migrant Education. Also from Colorado were the principal of East Memorial Elementary School in Greeley, Mr. James Eager, and Mrs. Lorraine Garcia, a contact person. From the Texas Migrant Interstate Cooperation Project were Mr. B.G. Renaud and Mr. Leon Graham who were working in Colorado and Mr. David Gonzales who was working in Nebraska.

Consultants from the University of Wyoming were Dr. Lyle Miller, Chairman, Department of Guidance; Mrs. Edith Watters, Second Grade Supervisor, University Laboratory School and Associate Professor of Education; Mrs. Hilma Carroll, Graduate Student, Guidance; Dr. Margaret Ankeney, Associate Dean, College of Education; Dr. Lester Roberts, Associate Professor of Music Education; Mrs. Judi Funk, Third Grade Supervisor and Instructor in Elementary Education, University Laboratory School; Mr. Donald Wiest, Professor of Art Education; Miss Thelma Lobo, Instructor in Physical Education, University Laboratory School; and Dr. Leslie Grimes, Visiting Professor of Educational Administration.

Others involved were Mrs. Barbara Hort, Nurse for Migrant Children in Torrington. A former migrant, Mr. Eusebio Sandoval, also talked to the group. Special thanks were extended to Ann Brown for her illustrations for the first Handbook.

Participants in the 1967 Workshop were Mrs. Wilma Lee Benitendi, Laramie; Mrs. Ann Bruning Brown, Worland; Lanny Bryant, Worland; Mrs. Vermel Busler, Cheyenne; Mrs. Marjorie Chase, Laramie; Mrs. Vera Cook, Dubois; Wendell Gamble, Torrington; Francis Hecker, Lovell;

Mrs. Grace House, Riverton; Virginia Mueller, Sheridan; Mrs. Esther Picard, Worland; Delorese Quinn, Worland; Joseph Roush, Wamsutter; Mrs. Elaine Singleton, Casper; Walter Singleton, Casper; Mrs. Amy Sisk, Worland; Mrs. Thelma Taylor, Jeffrey City; Matt Withem, Lovell, and Mrs. Mary J. Zakovich, Cheyenne.

A plan for educational programs for migrant children was submitted to the U.S. Office of Education by Dorris L. Sander, Director of Migrant Programs in the State Department of Education. The plan was approved and money was allocated to the State Department of Education for distribution to local school districts where migrant labor is employed. According to the 1968 plan Worland, Huntley, Lingle and Torrington had six-week programs. In order to coincide with the duration of migrant employment Riverton had a five-week program and Lovell extended its program to seven weeks.

The program was based on the needs of the migrant child with specific emphasis on language development and expansion of the child's experiences in his everyday world. Community resources and personnel were utilized to encourage new learning and develop new interests in order to minimize the gap between the migrant child's home environment and the mode of life he experienced in the community where his parents worked. A greater understanding between the migrant workers and the local citizens resulted.

Like all children, Spanish-speaking children of these migrant families, demonstrate a variety of individual differences. There are some whose backgrounds of experience and language are excellent. In contrast, a number of them have serious deficiencies in experiences and language usage and as a result they have difficulty with the traditional school program. Harold Hodgkinson in his book, Education in Social Cultural Perspectives states:

> By achievement goals, we establish our social status and find out who we are. The need for achievement is in some measure the need to find our identity, and thus is a part of all peoples in all cultures although not consistent in some.

Three full-time consultants were available to give help to all six of the 1968 summer programs while they were in session. In addition to Dorris L. Sander, Director of Rural and Migrant Education in the State Department of Education, Dr. Glenn McMenemy, Director of the Elementary Guidance Program in Rawlins and Mr. Antonio Ochoa, Jr., a teacher in a migrant school in Pharr, Texas, divided their time among the six schools. Mr. Ochoa was assigned to Wyoming through the Texas Migrant Interstate Cooperation Project.

The Texas Migrant Interstate Cooperation Project is directly coordinated with the forty-one Texas schools participating in the project for education of migrant children. Participating teachers are selected from personnel who are actively engaged in the teaching of migrant children within migrant project schools. The Texas Migrant Interstate Cooperation Project is coordinated with Migrant Divisions of State Departments of Education in the states which cooperated with Texas in the Interstate project.

The following eighteen states which receive Texas migrant children cooperate with Texas on this project: California, Colorado, Florida, Idaho, Illinois, Iowa, Kansas, Michigan, Minnesota, Montana, Nebraska, New Mexico, Ohio, Oregon, Washington, Wisconsin and Wyoming. Twenty-four Texas teachers were involved in the program during the summer of 1968.

The objectives of the Texas Migrant Interstate Cooperation Project are:

1. To have available in the participating states teachers with experience in the teaching of Texas migrant children.

2. To share information necessary to the understanding of the problems of teaching Texas migrant children.

3. To develop a better system of record transfer among migrant schools.

4. To improve teaching techniques used in the instruction of migrant children.

5. To encourage school participation of Texas migrants when they are in other states.

6. To promote, especially among participating Texas teachers, a realization of the problems faced by school age migrant children during the migrant cycle.

Instructional activities and services provided by the program are:

1. Workshops, inservice training, laboratory teaching situations, classroom and school visitation.

2. Collection and dissemination of information pertaining to record transfers among the participating states.

3. Classroom and school observation by participating teachers.

4. Migrant camp and migrant school visitation by participating Texas teachers.

5. Close fraternization between Texas teachers and Texas migrants during migrancy.

Migrant children are no different in ability and human needs than any other children. Teachers of these children discover that their adaptability and willingness to learn are quite evident. Although they have the ability to learn they often lack the opportunity to learn due to economic responsibilities and mobility. Their mobility does not allow sufficient time for the children to become established or to feel secure in one location. To become interested in accomplishing something is difficult since the child is never sure of school attendance. Working in the beet fields is necessary to provide the family with basic essentials of life. Their main goal, therefore, is to be able to earn a livelihood. Formal education is of secondary importance to them.

In the classroom the understanding teacher integrates economic, academic, and cultural objectives so that migrant children have opportunities to begin a gradual assimilation into the predominant culture of our American society without sacrificing the culture and tradition of their people.

Because migrant children tend to be shy, meaningful experiences in conversational English are developed to challenge each one at his own particular level. The ultimate goal is to help develop self-confidence and self-respect by recognizing the child's positive attributes and by expressing a genuine interest in him. Positive exemplification by adults helps instill good learning in the children.

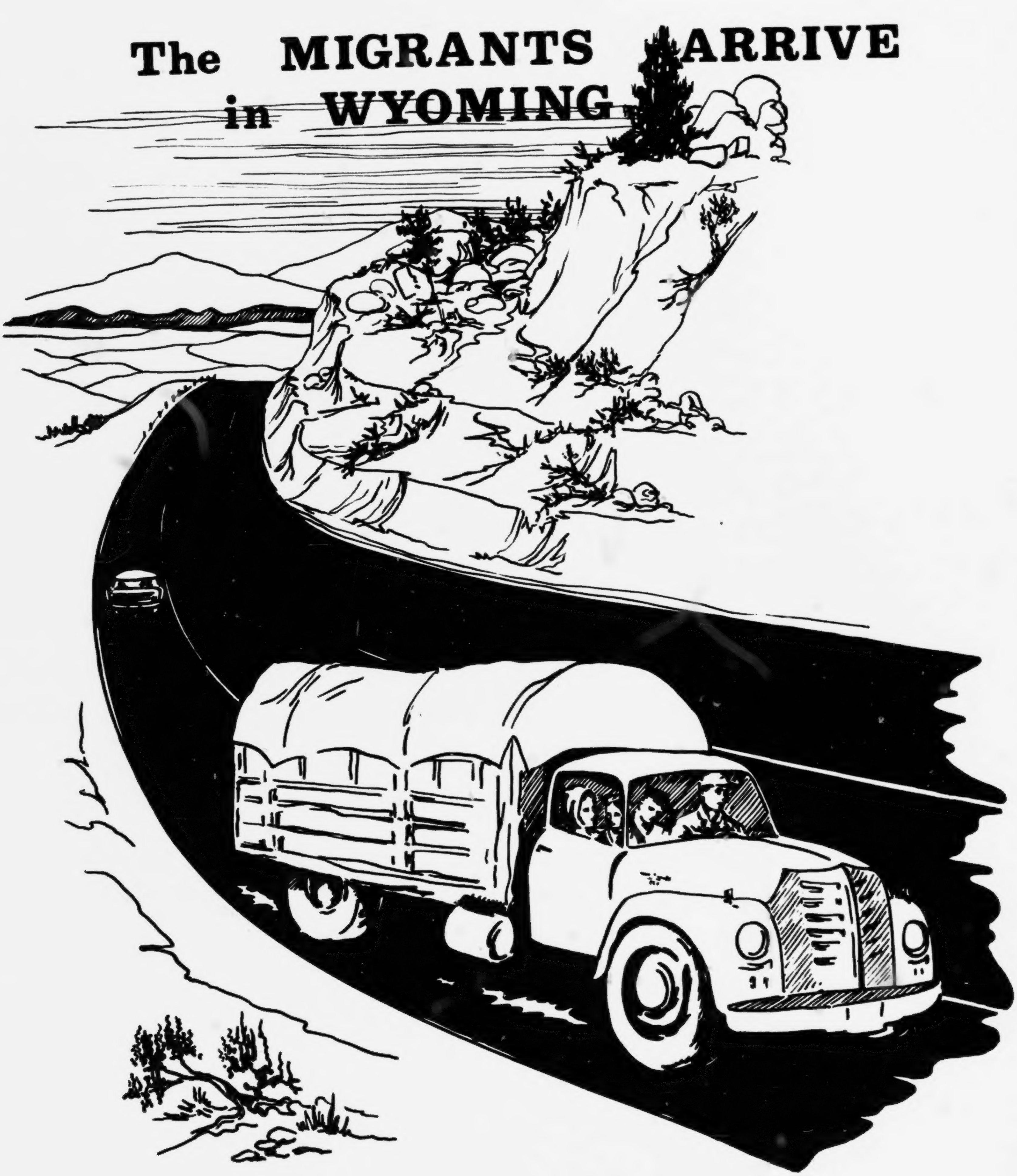
At the close of the 1968 summer school programs for migrant children 29 teachers and administrators representing the six schools came back to the University of Wyoming campus the week of July 15-19, 1968, to evaluate accomplishments and to strive for new goals. The Handbook for Teachers of Migrant Children in Wyoming 1967 was revised to make it more usable for those working in future programs.

Dr. Glenn McMenemy, Elementary Guidance Counselor for the Rawlins School System directed this workshop. She was assisted by Dorris L. Sander, Director of Rural and Migrant Education in the State Department of Education. The first two days were spent sharing experiences through reports, scrapbook records, video tapes, slides accompanied by tape recordings and examples of children's work. This was followed by discussion and questions from the participants in the group.

A panel of representatives from the Office of Economic Opportunity discussed how the Migrant School Programs under Title I of E.S.E.A. could be coordinated with the Day Care and Headstart programs sponsored by O.E.O. since both groups work with the same families. Panel members were Joe Jelenick from the state O.E.O. office, Mrs. Jackie Christensen, Director of Tri-County Community Action Program. Miss Velma M. McGaugh, University Extension Office was available for several days during the workshop and discussed how the University Extension services such as 4-H Clubs and County Extension Clubs could be involved in the program. Mr. Merle Chase, Coordinator of Federal Programs in the State Department of Education explained how classes for adult migrants who want to improve their own education can be set up. Tom Morris, Director of Guidance in the State Department of Education discussed guidance programs. The reports and discussions resulted in the revision of the original Handbook which follows.

Participants in the 1968 summer workshop were: Mrs. Mary C. Anderson, Torrington; Mrs. Ann B. Brown, Worland; Charles R. Cornwall, Lingle; Mrs. Lillian Cortez, Laramie; Howard L. Craton, Torrington; Mrs. Nancy Dooley, Worland; Mrs. Katherine Erschabek, Ft. Laramie; Wendall Gamble, Torrington; Mrs. Ora Belle Hardin, Torrington; Francis Hecker, Lovell; John Hockett, Lingle; Mrs. Helen Kenlen, Worland; Mrs. Lamoine McKie, Torrington; Mrs. Marlene Moore, Worland; Richard Nelson, Lovell; Paul Novak, Torrington; Norman Opp, Lovell; Mrs. Esther Picard, Worland; Joseph Roush, Wamsutter; Mrs. Joyce Sellers, Torrington; Mrs. Daphne Shields, Torrington; Mrs. Amy Sisk, Worland; Mrs. Jane Ellen Smith, Lingle; Mrs. Lavetta Snyder, Torrington; Mrs. Dora L. Sylvester, Torrington; Miss Laura While, Lovell; Matt Withem, Lovell; Miss Melody Woods, Laramie and Mrs. Grace House, Riverton.

The MIGRANTS ARRIVE in WYOMING



CHAPTER I

HISTORY OF PROGRAM

President Lyndon B. Johnson in his message on poverty to Congress on March 16, 1964 stated:

> . . . I have called for a national war on poverty. Our objective: Total victory.
>
> There are millions of Americans--one fifth of our people--who have not shared in the abundance which has been granted to most of us, and to whom the gates of opportunity have been closed.
>
> What does this poverty mean to those who endure it?
>
> It means a daily struggle to secure the necessities for even a meager existence. It means that the abundance, the comforts, the opportunities they see all around them are beyond their grasp. Worst of all, it means hopelessness for the young.

In this age of plenty, the migrant farm worker stands as an outcast in our midst. In the states where his help is needed for continuance in certain agricultural industries, now for the first time, he is making himself heard. Such companies as Great Western Sugar and Holly Sugar located in Colorado, Wyoming and Montana are doing much to help these workers improve themselves by learning more about the families and their needs and by working with the local communities where they live. People in the communities are realizing that migrant labor is contributing to the economic stability of their communities.

The needs of migrant families have been known to educators for many years. Migrant families with their children have by the nature of their occupation shared the hardships of extreme poverty which are common to all low-income families. Their children have been separated from the life of the school because of their language and cultural differences and the employment requirement of frequent moving. All of this has intensified their alienation from society. Programs are being developed now throughout our country to meet the specific needs of the children and their families. Grants of money from the federal government have been given to pay for specific educational programs for migrant children.

> Late in 1966 an amendment to Title I of the Elementary and Secondary Education Act of 1965 was passed by Congress to provide, on an allocation basis, separate funds for the education of Migratory Children of Migratory Farm Workers. . . . in order to qualify for these funds a State Department of Education must submit a state plan to the United States Office of Education for approval. The state agency will upon approval be the administrative agency for the program.[1]

Children eligible to participate in the federally-supported migrant education programs are those who have moved with their families from one school district to another or from one state to another several times during the year in order that a parent or other member of the immediate family might secure employment in agricultural or related processing activities. The scope of this new migrant-education program must include the basic educational, health and economic needs of children of migrant agricultural families depending upon the kinds of services available from public and private sources in the community where they work which can be utilized to provide a broad and intense impact on the needs of both the children and their families.

Those who care realize that there is no time for gradualism in this type of program. They are on the move toward realization of a program to help people help themselves out of a life of abject poverty, drudgery and suffering. To live as these migrants have been living in the wealthiest nation on earth is morally intolerable because it is not inevitable or necessary that they do so. Attention has been focused nationally on problems of people in the migrant agricultural streams. At a National Conference on Migrant Education held in Denver, Colorado, May 15-17, 1968, the following national goals were outlined:

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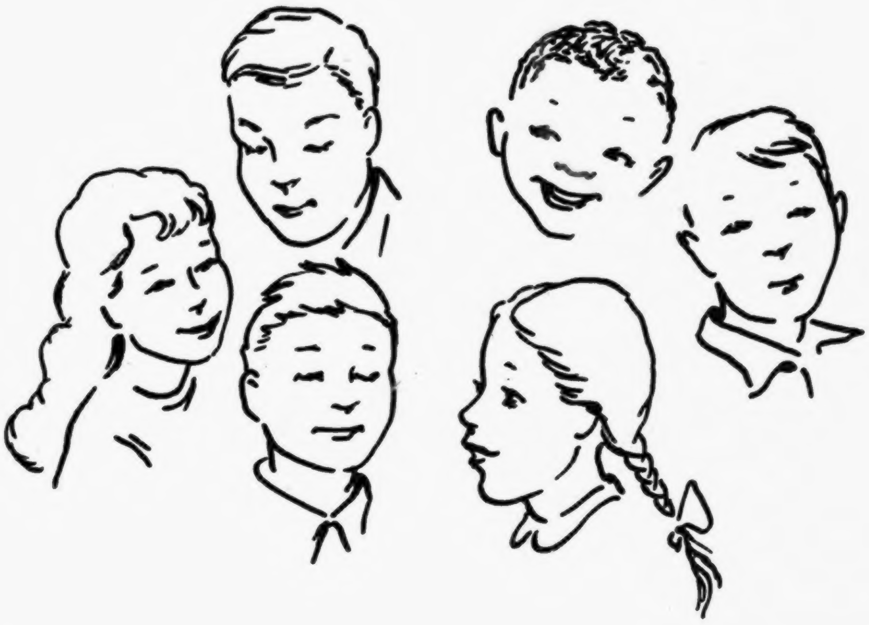
[1] Forum, April, 1967, p. 1.

1. Develop and extend medical, nutritional, childcare, and educational assistance to migrant mothers and their children from conception into the early school years.
2. Order conditions in such a fashion that migrant youth can make a decision to leave or stay in the migrant stream.
3. Develop a projection of migrant needs and culture as they would appear to be in the next 10, 20, or 30 years.
4. Collect pertinent data concerning migrant children and the families from which they come.
5. Coordinate and cooperate with efforts that are pursued, developed, and maintained among the various directors, advisory committees, agency representatives of groups within and among the states concerned with the welfare of migrants.
6. Work for coordination and cooperation among the states and agencies regarding all facets and ramifications of the educational problems related to migrant children.
7. Develop pre-service education programs for teachers of migrant children as well as in-service programs.
8. Initiate and implement answers at the local level which are of personal concern to migrant children and teachers.
9. Maintain a constant evaluation of our objectives in their specificity and totality.

The care and education of migrant children will only be as good as those at the local level make it. Through the amendment to Title I of the Elementary and Secondary Education Act, Congress requires the U.S. Commissioner of Education by law to see that migrant children are given educational opportunities in the states, and that there is a coordination of effort among the states. He is also charged with proper evaluation. The motivation of those working with the program must not be in the tenor of "requirements" but with the idea that we do all we can in the spirit of what is best for the children.



CHAPTER II

THE MEXICAN-AMERICAN MIGRANT

Migrant agricultural workers come to Wyoming in early May to work in the sugar beet fields in the Goshen Hole and Big Horn Basin areas. A survey made during the summer of 1967 showed that most of them coming into these two areas are Mexican-Americans from the Rio Grande Valley in Texas. A very small percentage are Indians from Arizona or New Mexico. These workers come in family groups to hoe, thin, and weed sugar beets. This work is practically all finished by the first or the middle of July when they move on to states with other seasonal crops. It was learned that these people are on the move from six to eight months during the year. They are not in one place long enough to become a part of a community; this is hard on the children and their school attendance. The migrant workers drive from their home base, and a family or several families travel in overloaded trucks and cars. They do not have room to bring much more than a few clothes. Since they come from areas where it has been warm, they often find themselves without enough warm clothes and bedding to face Wyoming's wintry weather when they arrive. Most of them do not have extra money to pay for food and medical needs if the weather is such that they can not start work immediately. Many of them have to borrow money to travel to Wyoming with the intention of paying it back as soon as work in the beet fields starts. Because of the frequent moving and general annual low income, these people frequently neglect good health practices. Often, their children do not have adequate physical check-ups, correction of health defects or proper dental care. Housing and sanitary facilities available to the families when they arrive are inadequate in many instances. Water used for drinking and bathing must often be carried in a bucket from a pump to the house. The whole family intends to work as soon as they arrive. The mother puts in long hours in the field with the rest of the family and has little time for food preparation. The meals are often high in carbohydrates and lack variety.

Mexican-Americans are attached to their traditions, religion, and customs. The father is head of the family and he is the central figure of authority. When the father is absent, the oldest boy, uncle, grandfather or grandmother is head of the house.

Cultural tradition regulates their way of life. Children are taught not to push themselves forward and therefore appear to be shy. Also, because they have a different time perspective than that of Anglo-Americans they are often thought to be lazy. They do not plan ahead but live day by day. Mexican-Americans are good workers when they see a reason to work. They are considered to be extremely courteous.

Those concerned with the education of Mexican-American children must understand their background and keep in mind the following characteristics:

1. The migrant child's native language is Spanish.
2. In many cases the child is learning English as a second language.
3. The child's readiness for reading will come only after he has an oral vocabulary in English.
4. The child's concepts will be limited because his learning experiences at home have been restricted.
5. The child is apt to experience more classroom tensions and pressures than English-speaking children.
6. The child may be two or more years educationally retarded due to his limited knowledge of English and/or absence from school.
7. Due to frequent moving the child may have experienced little success with school work.
8. The child may be shy and may feel unaccepted.
9. The child may have been absent from school frequently, often because of lack of proper food and clothing.
10. The child may have a marked increase in fear as he starts each new school.
11. The child may be mature in the areas of travel and adult association but lack experience necessary for success in the classroom.
12. The child may have the ability to achieve satisfactorily when his special needs are met.
13. The child may be in need of medical or dental attention.
14. The child's concepts of sex and sex roles are governed by his cultural values and they may differ from middle-class values.

How the children and their parents feel about school makes a great difference in the effectiveness of the school in meeting their needs. Establishing rapport among teacher, child, and parent is the first important step in the process of teaching. School personnel should be familiar with the child's parents as well as the child. To the extent that the teacher understands the child's frame of reference, will his behavior become more understandable. A sincere, friendly, and informal introduction, a natural conversational approach, a sympathetic understanding, a helpful attitude toward the migrant's problems, an explanation of summer school programs, and an invitation to visit the school and contact the teacher whenever necessary are good methods to use in approaching parents.

Contacts with parents to gain cooperation and support are important for increasing enrollment in school and for helping children as well as parents adjust to school. A sincere welcome to parents when they arrive is essential in order to let them know that they are important and that their help is needed. Contacts must be made on a total basis, not just when their child is in trouble. Parents' reluctance to visit the school must not necessarily be interpreted as a lack of interest. They may be afraid and feel that their lack of education will put them at too great a disadvantage with school personnel. They may feel that the school is part of an alien culture which rejects them or they may be exhausted physically and emotionally.

Teachers should have a friendly interest in the culture of the Mexican-American and have respect for the members of the group. We can help the child to have pride in his own language and in his cultural heritage. Too often, students have been made to choose between school and home values so that if they accept one they must reject the other. Anglo values can be introduced without being imposed upon the children or their families. The most important information that a teacher can have about a child is how the child feels about himself, his friends, his teachers and school.

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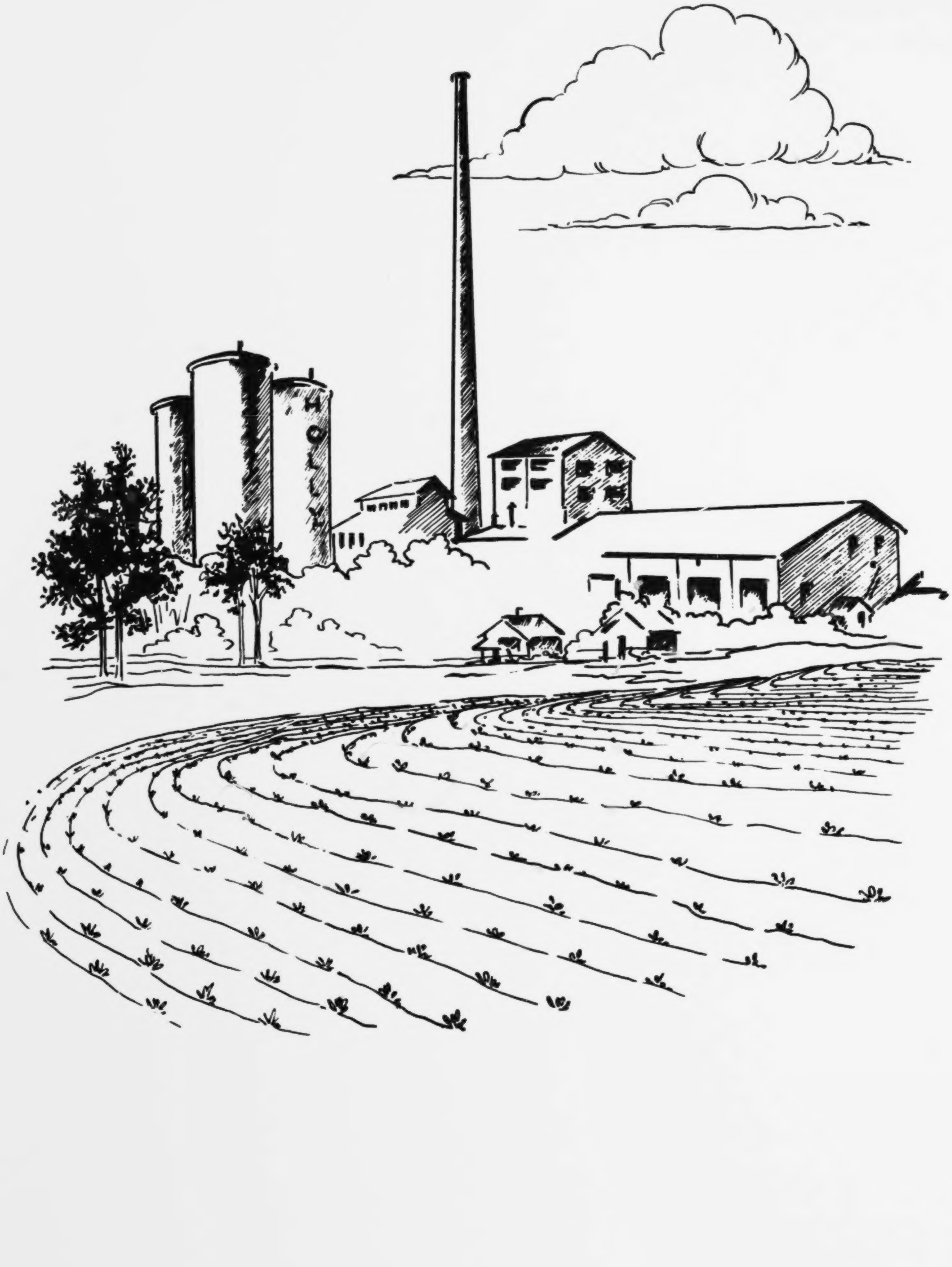
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CHAPTER III

ADMINISTRATION AND ORGANIZATION

A free public school education is the inherent right of all American citizens. The state of Wyoming through help with funds from Title I of E.S.E.A. is extending this opportunity to the children of migrant agricultural workers.

Because these children are in Wyoming during only a portion of the growing season, the migrant schools will be opened right after the regular school session closes and continue until the majority of the migrants leave. With permission of school boards and the assistance of school administrators, public school facilities will be utilized during this vacation time for school programs for the migrant children.

Careful planning long before the summer school begins is essential if the program is to succeed. Since the summer school is only six or seven weeks long, there is not enough time to plan for organization after it begins. Most of the migrant children have arrived by the time the regular school program ends and some have even arrived a week or so before it ends. Teachers who have taught all year must be ready to start a new program in the migrant school with perhaps only a week-end in between.

The administrator must give consideration to public relations, objectives of the program, personnel, services and curriculum.

Public Relations

The migrant agricultural laborers are vital to the economy of the areas that raise sugar beets. The community's understanding and cooperation with these agricultural laborers are equally vital. In order to accept the program for migrant children and to realize its importance, the community must be as well informed as those who will be working directly with it. This involves the dissemination of information to the public, months before migrant schools are opened. The following are some suggested means of accomplishing this:

1. Explain to the school board why communities using agricultural migratory labor need to consider a school program for the children.
2. Meet with local professional teachers' groups to explain the problems that must be faced in a migrant school.
3. Meet with local P.T.A.
4. Meet with local civic groups such as Lions, Kiwanis, Rotary, women's groups, and church groups.
5. Encourage the publishing of articles concerning the need for migrant schools in local papers.
6. Obtain radio and television time.

When meeting with people and explaining the program, the need for the migrant school should be clearly pointed out, so that the public understands why the school is being conducted. The chances of success for the migrant school will be greatly enhanced, if there is a thorough public relations program.

Objectives of Migrant School Programs

Those who worked with the first migrant education program in Wyoming during the summer of 1968 learned that migrant children and their parents are interested in the summer school programs when they understand what the schools are trying to accomplish. In meeting the needs of these children the following basic objectives must be considered: Migrant children need help in

1. Improving self concepts,

2. Developing social and academic skills,
3. Developing language ability and vocabulary,
4. Expanding cultural experiences,
5. Establishing sound health and nutritional habits, and
6. Developing a desire to become a self-sustaining adult citizen.

In improving self concepts migrant children must be helped to develop a positive attitude toward school. The understanding actions and attitudes of the teacher aids in the development of trust within the children. They feel that teachers are their friends and will help them. Often children must be helped in feeling acceptance by their peers. They must be made to see why other people like them or do not like them. As a result they will develop a feeling of security and a feeling that they are worthwhile people. When children are able to see themselves as worthwhile, then they are able to improve their own academic skills. Their peers also recognize their accomplishments, and better relations result.

Teachers must understand the culture of these children and recognize the problems the children face when they come to school. There must be ample time to give to each individual the help that he needs. More emphasis must be placed on treating these children as individuals rather than as a part of a group. Groups under each teacher must be kept small to accomplish this. Language and vocabulary development must receive a major emphasis. Little will be accomplished unless communication between the teachers and children is understood. An understanding of the spoken word must be developed before the children will be able to understand the written word.

Migrant children need help in understanding the culture of the community in which their parents work. A survey of community resources may be helpful to teachers planning curriculum for these children. In becoming acquainted with the new community, the children must also be helped to appreciate the good things in their own culture.

Migrant children must be made aware of individual and community practices that foster good health. They must examine their own habits and be helped in developing habits which lead to good health. Guidance in correcting physical defects must be given to the families. The school breakfast and lunch programs should be used to teach better nutrition as well as provide the children with necessary meals. The areas of health and nutrition must involve the parents as well as the children if the best results are to be obtained.

Those planning the curriculum for the summer migrant school must keep in mind that the children of agricultural migrant workers should be informed of the many job opportunities available to those who are willing to attend school and to prepare for these jobs. Activities that help the children understand the problems in budgeting and saving money should be included in the curriculum.

Personnel Needed in the Program

When planning a summer school program for migrant children, careful consideration must be given to acquiring qualified personnel who are interested in creating an effective summer program. A staff for such a school should consist of the following:

1. Director of the Program
2. Contact Personnel
3. Teachers
4. Teacher's Aides
5. Teacher Specialists (art, music, physical education)
6. Librarian
7. School Nurse
8. School Food Personnel
9. School Custodians
10. School Bus Drivers
11. School Secretary

Director of the program

The director of the program must be someone who has had administrative experience such as a school superintendent or a principal as he must be concerned with a budget and with organization of the program. The director must be free from other duties so that he may spend full time with the program while it is in operation. The responsibilities of the director should consist of the following:

1. Outline the program and determine the needs.
2. Make out a budget to operate the program.
3. Select and hire the teachers and other personnel.
4. Select one or two well-qualified contact people to serve as a liaison between the migrant families and the school.
5. Keep in contact with officials of the sugar companies, the Sugar Beet Growers Association, and the Employment Security Office for information on the number of workers needed, arrival times and assignment of workers to local beet growers.
6. Purchase the necessary equipment and supplies for the program.
7. Order surplus commodities for the school lunch program as they are available during the school year.
8. Make arrangements for necessary food services.
9. Make arrangements for use of necessary school facilities, equipment and books.
10. Make arrangements for use of the school library.
11. Make arrangements for use of swimming pools and other physical education facilities.
12. Make arrangements for necessary school busses.
13. Keep the public informed about the program.
14. Plan with the State Director of Migrant Program for in-service workshops for teachers and other personnel.
15. Plan and arrange for a program of health service.
16. Plan with local community planning agencies to coordinate Day Care and Headstart programs under the Director of the Office of Economic Opportunity with the school program.

Contact personnel

Not only will it be necessary to inform the public, but contact must also be made with the migrant families as they arrive. These families must be informed about the school, what it offers, what must be done to enroll the children, and general information about the school.

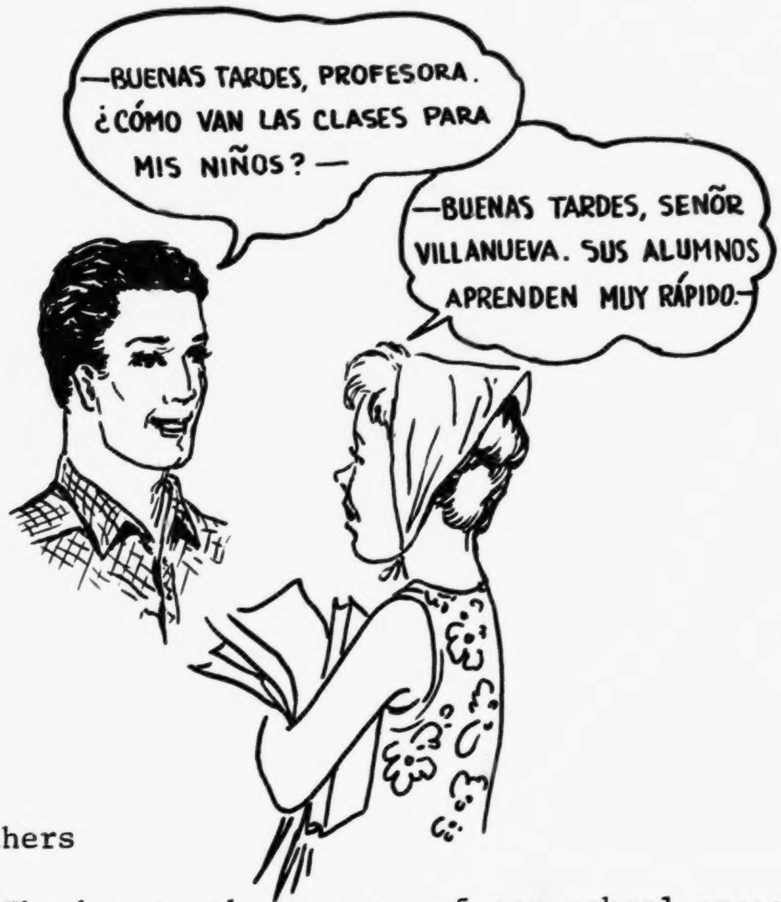
The best way to accomplish this is by appointing someone specifically for this purpose. This contact person should be employed some time before the school starts. He or she should help with the public relations program in the community and interest parents in sending their children to school. This contact person should be bilingual, that is, be able to speak Spanish as well as English, preferably with a Mexican-American background. The contact person is the key person and should remain during the school term in order to maintain communication with the parents and to establish contact with new families. This person may:

1. Call on the officials of the sugar company and the local Sugar Beet Growers' Association to inform them about the summer school program and solicit their help in encouraging migrant parents to enroll their children in school. Find out the number of workers the companies will need to produce the year's crop, where the workers are being recruited and the expected time of arrival.

2. Call at the local Employment Security Office and explain the school to them. Gain cooperation in receiving information concerning the arrival of workers and their location in the community.

3. Make a map of the area showing the growers, the highways and housing for the laborers. Work out a system for putting pins on the map when families with school age children arrive.

4. Welcome the migrant families to the community as soon as they arrive and tell them about the school for the children. Get as much information as possible about the family, such as names of the children, ages, where they last attended school and their grade levels. Fill out Form A Interview Report (sample in Appendix) to enroll the children in the school immediately.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—BUENAS TARDES, SEÑOR VILLANUEVA. SUS ALUMNOS APRENDEN MUY RÁPIDO.—

5. Locate on the map the children who will enroll.
6. Work with the director of the summer school to follow up the home visit with a letter of welcome to the parents and an invitation to attend school (This should be written in English and in Spanish. See Form B in Appendix.)
7. After school starts make home visits when a child is absent.

Teachers

The key to the success of any school program is the effort exerted by the teacher and the degree to which the teacher is able to communicate with the children or to establish rapport with them. All teachers in the program should put particular emphasis on vocabulary development and oral expression. Most of them are learning English for the first time or as a second language, and they need much daily practice.

The teacher of migrant children should make a sincere effort to :

1. Become acquainted with their needs,
2. Help to eliminate their fear of failure,
3. Learn and understand their backgrounds,
4. Have empathy for them instead of apathy,
5. Be compassionate, and
6. Have a genuine love for them.

The teacher must have patience and be enthusiastic about his task. A teacher of migrant children strives for the following goals:

1. Take each child where he is in his development and provide new experiences to enrich his life.
2. Help each child to develop a positive attitude toward school by giving him opportunities to succeed.
3. Help each child to develop language ability so that he not only learns to speak English but learns to understand it. Involve him in conversation, discussion, story-telling, explanations, role-playing, dramatizations of stories and experiences, and all other areas of oral communication.
4. Help each child establish a better self-concept in relation to his environment. (Take field trips, and have local children orient the migrant children to their new school, etc.)
5. Help each child develop a desire to make discoveries for himself. Take nature walks around the school and community to find out what is there (observe, explore, discover, and discuss).

6. Stimulate the child's creative abilities. Use manipulative materials to work out problems and art materials to make his own pictures.
7. Give each child guidance, affection, and understanding. Keep groups of children small so that individual help can be given when needed.
8. Stimulate interest in learning through challenging bulletin boards, interest centers in the room, displays of pictures or objects, etc.
9. Help each child develop good health and nutritional habits through school activities such as washing hands before eating and after using the toilet, brushing teeth after eating, and eating wholesome breakfasts, lunches, and afternoon snacks.
10. Help each child evaluate what he has done. Get him to suggest how he can improve.

Teacher aides

A teacher aide is a non-professional employee of the school capable of assisting the teaching and administrative staff in fulfilling its professional responsibilities. An aide can relieve the teacher of many time-consuming, routine duties. In working with migrant children at least some of the aides should be able to speak and understand Spanish. If possible, schools should use older girls or women from the migrant group as aides. A teacher aide must:

1. Have sincere interest in helping children.
2. Realize subordinate position to the teacher.
3. Work efficiently under the teacher's direction.
4. Exhibit good moral character.
5. Be free from negative and unhealthy attitudes and practices.
6. Be neat and well groomed.
7. Dress in accordance with school policy.

A responsible aide:

1. Is loyal to school personnel.
2. Is punctual.
3. Treats children with respect.
4. Is courteous.
5. Has proper attitudes toward the child's culture and first language.
6. Is willing to learn and work.
7. Does not go over the authority of his superior in exercising his duties as outlined.
8. Has initiative.
9. Is accurate in his work.

10. Is willing to follow directions.

11. Expresses criticism of pupil's efforts only in a tactful manner.

12. Provides the children with a correct speech pattern.

13. Keeps the teacher's confidence and does not compare one teacher to the other teachers or their methods with other aides, teachers, or principals.

14. Is willing to answer questions and discuss things children naturally want to know.

Purposes of teacher aide:

1. To relieve the teacher for more intensive work with the class, thereby giving her more free time to enforce the basic fundamentals of learning.

2. To maintain order and superintend seat work for subject previously presented.

3. To give more time to the teacher for evaluating the student in order that remedial or individualized teaching may be given when needed.

4. To allow the teacher more time for planning and executing her lesson plans in a more effective manner, thereby, enriching the development of the child.

5. To help direct leadership potentials into desired channels through games, stories, music, etc.

6. To encourage students through individual help to achieve success.

7. To help foster within the student the habit of careful and sustained attention.

8. To help build the child's natural intellectual curiosity.

9. To help provide an outlet for the child's creativity and originality.

10. To help promote ability in the linguistic program as planned by the teacher.

11. To assist the teacher in the child's reading program so that it broadens his experience, enriches his life, and is personally satisfying.

12. To raise and improve socio-economic levels in the community.

Preparatory or classroom assistance rendered by aides:

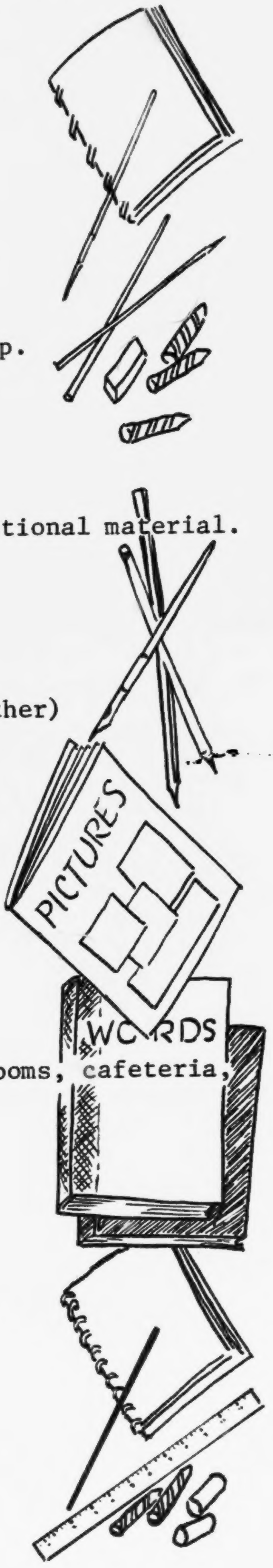
1. Help gather material outlined by the teacher.
2. Find reference material.
3. Set up audio-visual equipment and operate it.
4. Make posters, charts, puppets, etc.
5. Gather materials for bulletin board and set it up.
6. Mount pictures for classroom picture file.
7. Make transparencies.
8. Collect and return assignments and other instructional material.
9. Procure needed athletic equipment.

Routine chores:

1. Money counting (cafeteria, picture money, and other)
2. Roll call
3. Mark papers.
4. Duplicate materials.
5. Type.
6. Keep simple records.
7. Direct children to the drinking fountain, restrooms, cafeteria, library, clinic, etc.
8. Tell stories.
9. Lead songs.
10. Help with group dramatization.
11. Listen to children read.
12. Help with arts and crafts.

Help teachers with:

1. Playground supervision
2. Bus duty



3. Oversized classes in music, physical education, and art
4. Accompanying children on field trips along with the teacher
5. Directing organized play activites

Frequent evaluation of the aides and their contribution to the program is advised. Form K in the Appendix can be used for this purpose. (This information was obtained from the Director of Teacher Aides in the Macallen Migrant School, Texas, February, 1968.)

Teacher specialists

Each migrant summer school should include the following special teachers in addition to the regular classroom teachers: art teacher, music teacher, and physical education teacher. Programs in these special areas should be scheduled for all the children sometime throughout the day. Experiences with the children in the summer of 1968 proved that the children enjoyed this part of the curriculum and that they had many beneficial experiences.

Librarian

A school librarian is an important member of the teaching staff. Each migrant summer school should have a school librarian on the staff. Time should be scheduled during the day for all the children to be in the library to explore and handle books. The librarian should plan for special activities in the library such as reading to groups of children, showing children how to find information in the library, giving book talks, playing a recording of an author reading his own work, etc.

School nurse

A school nurse is one of the key staff members in a summer migrant school. Experience with the 1968 summer migrant program proved that each school should have a full-time nurse. The nurse should be one who has had some experience working with Spanish-speaking families if possible. It is also important that the nurse be employed some time in advance of the beginning of the school program to give her an opportunity to plan ahead for the summer. Time is needed to contact the local medical and dental personnel in the community and the local public health nurse if there is one to ascertain what help and services will be available to the school in the community.

School food personnel

The school food personnel are also important team members in the summer migrant school program. Experience in the summer of 1968 revealed some important points to consider in setting up future programs.

The food habits of migrant families and of Mexican-American children are somewhat different than those of the children that the school food personnel feed during the regular school year. Food prepared for migrant children should be similar to what they are used to at first. It is the job of the school (teachers working with the cooks and the children) to help them to learn to eat other foods in order to get a balanced diet. Ways of getting children interested in trying new foods should be studied.

Breakfast as well as the noon lunch should be a part of the program. At first both the teachers and the aides need to work with the children. After the children develop better food habits the aides may be assigned to this responsibility. It is necessary that this part of the program be given proper attention so that children eat a balanced diet, develop habits of food sanitation in relation to foods and eating, practice good table manners and avoid food waste. It is the responsibility of all to see that the food gets into the children's stomachs--not in the garbage cans.

School custodians

The school custodians chosen to work in the summer migrant schools have important jobs too. The director of the summer migrant school and his staff need to work closely with the custodians to help them understand that this group of children may present some problems that they do not encounter during the regular school year. The custodians can assist the teachers in helping these children to become acquainted with the building, that is to know the location of the rest rooms, the showers and the lunchroom as well as the different classrooms. The teachers and aides in turn give close supervision to see that rest rooms and other facilities are used properly and that children pick up after themselves. At first the children may have to be shown how to flush toilets, how to wash, to use soap and paper towels correctly, how to use the drinking fountain and how to keep all of these facilities in a sanitary condition. Things we take for granted for children coming from modern middle-class homes cannot be taken for granted by children coming from migrant homes with practically no modern facilities.

School bus drivers

School bus drivers are also a part of the team. They too need the help of the professional staff as they have a tremendous responsibility in picking up the children and then in getting them to their respective homes at night. Not only are the children in a strange place but many of them are shy and do not understand English too well. Pinning bus numbers and ranch locations on the children as they enter the bus for the first few days may save some confusion when they are returned to their parents in the evening. The contact people will need to work closely with the bus drivers. Spanish-speaking aides should ride the busses to assist both the bus driver and the children. During the first week it is a good plan for teachers to ride the busses also. This give them a chance to become acquainted with the children, to see where the children live, and meet their parents if possible.

Office secretary

The office secretary has a tremendous responsibility in assisting the director in coordinating all the activities of the school and in compiling all of the records. She also plays an important role in assisting with the public-relations aspect of the program.

CHAPTER IV

GUIDELINES TO CONSIDER FOR TEACHING THE MIGRANT CHILD

Planned motivation methods are highly desirable as a means of creating interest as well as effort. It would be well to remember that it takes longer to motivate some of the culturally deprived; therefore, testing does not always measure intelligence or school progress correctly or accurately. Migrant children may appear to have a negative attitude but really have great potential.

When a migrant child enters a typical middle class school, he may encounter demands and potential frustrations new to him. He may adapt to school routine easily or he may resist because of his inability to communicate. Due to his limited experiences, teaching the migrant child is most effective when the materials and techniques are focused upon his personal need. "The boat" would not have as much meaning as "my boat." Motivation of the disadvantaged requires a different approach than is effective with the "average" child. The following are specific guidelines:

1. The child has a need for belonging in the classroom.
2. The child has a need for achievement, i.e., praise, attention, etc.
3. The child has a need for economic security, i.e., a sense of feeling that essential material needs are available.
4. The child must be free from fear.
5. The child has a need for love and affection.
6. The child must be relatively free from guilt feelings.
7. The child has a need to retain his self-respect in whatever task he undertakes.
8. The child has a need for guided purposes. He must be encouraged to question, to search, and discover his own answers.

Learning how to learn is a far more basic type of learning than merely coaching the children on academic learning or memorizing facts. It includes:

1. Motivating the child to find pleasure in learning
2. Developing the child's ability to attend to others and to engage in purposive actions
3. Training the child to delay the gratification of immediate desires and to work for rewards and goals which are in the future
4. Developing the child's view of adults as sources of information and ideas and as sources of approval and reward
5. Providing learning situations that are pleasant and enjoyable which lead to success

Through such development the child changes his self-expectations and expectations of others.

Developing pride in accomplishment and instilling a desire to learn

1. Must be successful,
2. Must respect himself,
3. Must realize he can and is doing worthwhile things,
4. Needs to see and talk about his reflection in a mirror, and see himself in school pictures; and to hear himself on the tape recorder, and
5. Needs to be encouraged to think better of himself.

Helping the child take an interest in the world about him may be achieved by the following suggestions:

1. A teacher constantly strives to show the child that the school has a meaningful connection with his life.
2. Learning must not seem like learning, and the child must meet success often or learn to profit from what seems like failures.
3. A teacher must use representative and concrete materials (take problems from the child's own life to lead into the abstract learning)

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4. The teacher must select reading material that is real.

5. The children must work in an ungraded atmosphere to move on and upward as they are ready.

6. The children must be taught to use their free time to better their world by learning about better things such as enjoying good music, reading good books, appreciating art and the beauties of nature and participating in sports, not just to survive with no aims in life.

7. The children need to become aware of available opportunities they can use in meeting their needs.

Helping the child assume responsibilities is recommended:

1. Establish clear, necessary rules and insist they are observed.

2. Set definite limits. Be sure the child understand the reasons and stays within these limits.

3. Insist on neatness and order in all phases of school life.

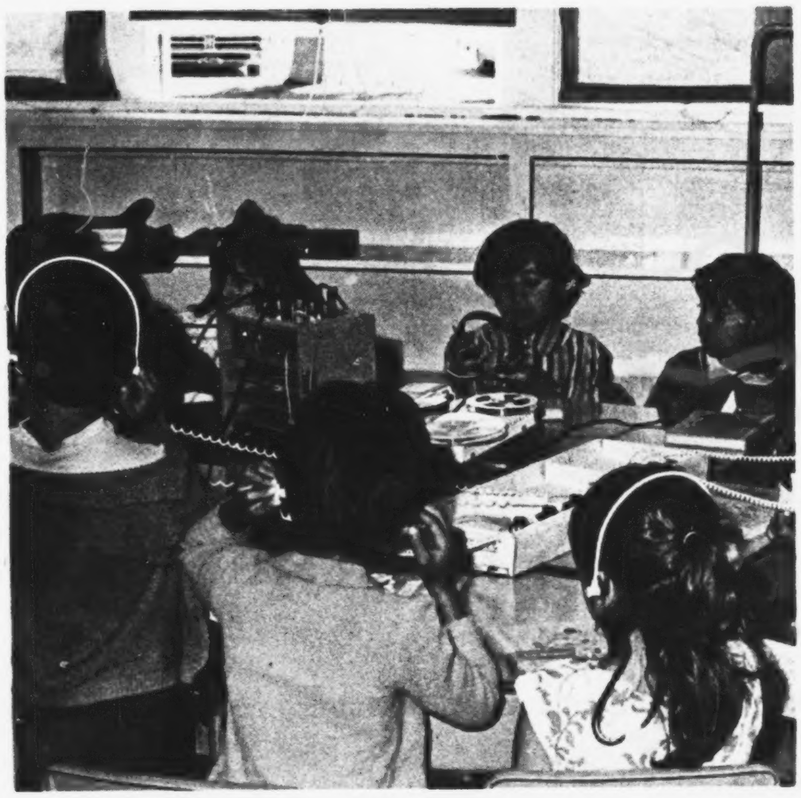
4. Teach manner, respect for people and property, and help the child be responsible for his own actions.

5. Teach self-control and the idea of giving--not always receiving.

6. Teach and instill that we must pay for worthwhile things if we want to feel free and happy.

7. Arouse aspirations which are within their reach and can alter their lives constructively.

Motivation used in school may set the stage for an appreciation of education. Above all, the child must not be made to feel a sense of shame or degradation for his present status in life. In meeting the special basic needs of each child, we thwart confusion and frustration in order to gain the child's trust and confidence thus changing his outlook on life, his concept of himself and his future. He will want to learn. The new picture of himself will determine to a great extent his success in life and his effort to contribute to society.



Migrant children are curious and interested in new and unusual things. They want to know about audio-visual aids like the camera, overhead projector, film strip projector, tape recorder and the language master. The children like art and do well in it. They like to make papier-mache animals and construct art projects as a group.

The children everywhere say that their favorite activity is swimming. Swimming is an activity where interest is created. At first there is a fear of the unknown and it takes persuasion to get them into the water. After that, it is hard to keep them out.

The problem of getting the older migrant children into the schools can be met in several ways:

1. Organize a 4-H Club

2. Have a craft program with leather craft, basketweaving, metal craft, ceramics or wood work
3. Have organized games and team games
4. Have musical activities.

These things would aid in getting the child to school. He would do the academic work in order to participate in the interesting activities.

Success is a key word in this program; success by the child in many ways. To keep the older children in school means that they must have many successful experiences. Because so many times school means "work," the work must be kept on a high interest level with the child succeeding over and over again.

Many agricultural migrant laborers are restricted to manual field work because of their rural-cultural background and the limitations of general and vocational education. Preparation in general education and in vocational skills are requisites to living in the present and future society.

An adequate educational opportunity is the main objective of a migrant education program. These opportunities must be offered to the migrant child wherever he happens to be. When working with migrant children there are some basic rules to follow in order to establish rapport:

1. These children are subject to ideas and beliefs in the home that cannot and should not be ridiculed.
2. Teachers should avoid trying to "Anglicize" them.
3. Mexican-American children are imaginative and like to draw.
4. These children are highly emotional and sensitive. They are extremely shy.
5. The use of idioms should be avoided.
6. Mexican-Americans like bright colors.
7. They are quick to recognize apathy or a superior feeling.

8. The children need to feel welcome and worthy.
9. Learning is killed by deciding that only so much can be done so why try for more.
10. Many learning situations should be provided in order to foster learning and develop leadership.
11. When our values are imposed on groups with different values as the only ones worthwhile, we destroy rapport with them.

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CHAPTER V

SCHOOL SERVICES PECULIAR TO THE MIGRANT CHILD

Attendance

Regular school attendance is necessary for a successful school experience for any child. One of the difficult tasks faced by migrant-school personnel is that of encouraging the parents to promptly enroll their children in school and to send them to school daily. This responsibility is assigned to the contact person who makes home visits as soon as the migrant families arrive. The interest, cooperation, and influence of sugar company officials and beet growers is helpful in working with the parents.

It must be recognized that increased mechanization is steadily decreasing the need for agricultural migrant workers and stringently enforced child labor laws keep many children from working in the fields. These changes promote school attendance. A national survey has shown that irregular school attendance by migrant children is due to the following reasons:

1. The child's earnings are needed to help support the family.
2. The child lacks necessary clothing.
3. The child is needed to care for younger members of the family or help with work in the home.
4. The parents and the child have a negative attitude in regard to education.
5. The migrant family lacks acceptance in the community.

Suggestions for improving school attendance of the migrant child follow:

1. Lengthen the school day to provide more time for recreational activities that capture the child's interest.

2. Provide clothing through solicitations from local service organizations.

3. Provide Day Care centers for younger members of the family through cooperation with the Office of Economic Opportunity.

4. Convince the parents and the child that with increased mechanization there will be less demand for unskilled labor so that education will be necessary if the child is to be self-supporting in adulthood.

5. Provide a breakfast and afternoon snack as well as a school lunch for each child.

6. Give a certificate of attendance to each child showing the number of days attended.

Daily school records must be kept. This should be done as soon as the migrant children report to their assigned rooms after breakfast. The teacher aides can do this as the teachers prepare the children for the day's activities.

Audio-Visual Aids

Selected audio-visual aids used with planned activities strengthen the instructional program. Language masters purchased for the 1968 summer program proved to be effective in motivating and assisting children to learn English and to improve their pronunciation and enunciation of words. It was found that a film strip is more valuable than a movie because it is shorter and

presents fewer concepts at once. It can be presented at a slower pace with explanations so that the children have time to grasp the ideas. Pictures and objects (relia) of all kinds are even more important than textbooks. Because of the language problem, migrant children need to see what is being discussed. The record player and tape recorder with headphones also prove to be very effective in encouraging children to listen. They enjoy listening to recordings of music, poetry and stories on tapes or records.

Class Scheduling

The daily schedule for academic and recreational activities should be flexible and adaptable to the needs of the children. Academic activities should be scheduled for the forenoon and early afternoon as much as possible. The academic activities should include the language arts (reading, oral expression, written work, spelling, penmanship and literature, mathematics, social studies, science and health). Safety instruction should be incorporated in all activities as needed. In addition the program should include art, physical education, music, and library activities.

Community Resources

There are many resources in every community that can be used to enrich the curriculum for all children. Resource people can be invited to come to the school. Places of interest can be visited through short walks or longer field trips. All can be used to good advantage for language development and concept building.

Evaluation of Pupil Progress

The teacher must begin work with the migrant child on the level at which he can achieve and then help him to progress from this point. Most of these children come with no report cards or records of previous school experiences; if this is the case, they may be placed in groups according to chronological age. The teacher can soon evaluate the capability of each child through conferences and observations.

Standardized tests are not fair tests for the migrant child. Often the child does not know English well enough to understand the languages used in these tests. Informal tests constructed by the teacher can be given to determine the reading level of a child. Two simple tests may be administered:

1. Vocabulary test--Select a list of twenty words from a set of readers on each grade level. Place the child in a reader one grade below the list from which he did not miss more than five words.
2. Reading test--Select a reader from the desired grade level. Have a child read orally. He should be able to read comfortably at the level at which he does not miss more than five words per page.

Commercial tests

1. Slosson Oral Reading Test (SORT), 1963. One of the better prepared tests for evaluating a child's reading level is the Slosson Oral Reading Test, which takes about three minutes to give and to score. This test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. It can be purchased from Slosson Education Publications, 140 Pine Street, East Aurora, New York, N.Y.
2. Classroom Reading Inventory by Nicholas J. Silvaroli, 1965. Nicholas J. Silvaroli at the College of Education Reading Center, Arizona State University, Tempe, Arizona, has developed the Classroom Reading Inventory which is a diagnostic tool to be used by elementary teachers (grades 2 through 8). The inventory is composed of two main parts: Graded word lists and graded oral paragraphs. A graded spelling survey is also included in part III. This inventory provides the teacher with information concerning the child's independent, instructional frustration and hearing capacity reading level. It can be ordered from Wm. C. Brown Book Company, 135 South Locust Street, Dubuque, Iowa 52002.

3. Let's Look at Children--These materials are appropriate for both assessment and instruction and are designed to help teachers of young children to better assess and foster their intellectual development of all young children. For information write to Educational Testing Service, 1947 Center Street, Berkeley, California, 94704.

4. The Botel Reading Inventory Tests--These tests help the teacher to quickly estimate the reading level of children. They can be used to get the following three reading levels of a child:

    a. The instructional level at which a child can, with the teacher's guidance, work effectively

    b. The frustration level at which the child cannot read profitably, even with teacher help

    c. The free-reading level at which the child can read easily, without teacher help

    The tests have the following parts: word recognition, word opposites, part A reading and part B listening and phonics. These tests can help the teacher in meeting the needs of individual children. Write to Follett Publishing Company, 1010 West Washington Blvd., Chicago, Illinois, 60607. (See Form H in Appendix.)

5. Informal Survey of Education Needs--An informal survey of pupil needs based on observations of the teacher often is a better evaluation than commerical tests for the short summer period. (See Form I in Appendix.)

Field Trips

Well-planned field trips help the child to become familiar with the area in which his family lives and works. Such trips will help broaden his concept of the world around him. Trips of any distance requiring bus transportation should be limited to one a week. (Evaluate field trips. See Form J in Appendix.)

Health Services

Healthy children are happier and have a more wholesome outlook on life. Migrant children very often are subject to poor health. Tuberculosis

may be prevalent along with eye, ear, and dental impairments. In addition these children may suffer from malnutrition caused by poorly balanced diets. Sometimes they have pediculosis. This means that improved health should be a vital concern in the migrant school program. Each child should be given a medical, dental, eye and ear examination as well as a complete immunization series. Care must be exercised so that immunizations are not duplicated. The school nurse can help the families become more aware of improved health habits and can help correct some impairments through available services.

Every possible opportunity should be taken to teach and practice good health habits within the school. Toothbrushes should be provided and the children should be taught to use them correctly. The necessity of washing before handling food and after toilet use should be stressed. The children should then be supervised in order that they practice what they have been taught. The importance of bathing and body cleanliness may be practiced through showering before and after swimming and after other vigorous physical activities. The food services program may be used to teach and practice proper nutritional habits.

Length of School Day

The school day for the migrant school is longer than the day in the regular session. The children arrive at school around eight o'clock and start the day with breakfast. The late afternoon is spent in recreational activities until they leave school about four o'clock. The longer school day provides a supervised program for the child as opposed to the hazards of his spending the day in the field or alone at home.

Library Services

The services of a school library should be made available to the migrant children. Schedules should be set up for daily periods in the school library. Trips to the public library should be scheduled several times during the summer session. Old library books and books donated by children in the community may be given to the migrant children at the close of the summer school so they may have some personal copies to take with them as they move on to another place.

Records and Reports

Keeping and transferring records on the children in migrant schools is one of the most difficult tasks the migrant-school officials will encounter. Following are three problems that make record-keeping difficult:

1. The families whose children attend migrant schools are so mobile that they often move to several different communities during a season, and in some cases, to different states. They often leave without taking any school records with them.
2. The migrants often keep the cards and records or alter them, making the records useless. The cards should represent an important possession to the migrant children and their families; something they wish to keep and cherish. Often those who alter the cards do so in an attempt to advance themselves in school and be placed on a higher level.

3. Records in the past have not been available for many of the migrant children. Some of them may not have attended any schools during the year, or their attendance was very brief.

The keeping of records and the transfer of records necessitates much work and time, it is nevertheless a vital part of the migrant school program. Records enable the school officials to record the pupil's progress, interests, abilities, and handicaps, thus saving time and making placement less difficult. Some states have made considerable progress in the area of record-keeping, namely Colorado and Texas. (See Form A in Appendix produced by Colorado State Department of Education.) The Texas migrant schools are beginning to employ a withdrawal slip for transfer and interschool communication. (See Form B in Appendix.) A national committee is at work on developing a uniform transfer record. This will be used by all states when it is completed. Copies will be furnished for the migrant schools when available.

School Food Services

The hot lunch program for migrant children should be given special time and consideration. The success of these children will not only depend upon the teacher and school but also upon their physical condition and health. In the midst of abundance it is possible to suffer from malnutrition. To supply the nutrients the body requires, a child should be encouraged to eat a variety of foods that contain proper amounts of all basic foods.

Food-service personnel must be cognizant of the eating habits of the Mexican-American family. Including some foods common to their diet is recommended in addition to introducing them to new foods. A general guide to proper nutrition is provided by the Council on Foods and Nutrition of the American Medical Association. It recommends certain amounts from four basic food groups--dairy foods, meats, vegetables and fruits, bread and cereals. This guide provides suggestions for good eating habits needed for healthy living and learning for the migrant child:

Food Group	Food in Group	Daily Requirement
Milk group	Milk, butter, cheese, ice cream	4 glasses or their equivalent
Meat group	Meats, poultry, eggs, dry beans, nuts	2 or more servings
Vegetable-fruit	Dark green and yellow vegetables, citrus fruits, tomatoes	4 or more servings
Bread-cereal	Bread, cereals, crackers, spaghetti	4 or more servings
Calcium	Milk, fruits, vegetables, cereal grains, meat & fish	
Iron	Liver, oysters, dried fruits	
Vitamin A	Milk, egg yolk, beef liver, fish oil	
Vitamin B	Milk, pork, liver, eggs, vegetables and fruit, whole wheat	
Vitamin C	Tomatoes, citrus fruits	

Eating at school should be an educational experience in good nutrition and table manners. The teachers and aides need to work with the cooks in seeing that the children eat their food. Foods familiar to their culture should be served but they should also be helped to learn about different foods and to taste them.

School Transportation

Bus routes and lengths will be determined by the location of the migrant children. Bus service is both necessary and desirable since it serves as an encouragement to enter and remain in school. Bus drivers must be licensed chaffeurs and must pass the regular physical examination. They should understand these children and be interested in them. This is an excellent opportunity to teach group conduct. A competent aide or teacher should ride with each bus and assist in the group learning process. Some type of coding system should be used to help the pupil to identify a bus and bus stop, e.g., assign a color to each bus and a number to each child for every stop.

Cooperating Agencies

When organizing a summer program for migrant children, planning should be done with other agencies offering services to this group. The Office of Economic Opportunity has had funds for Day Care and Headstart Programs. Unless provision is made for the younger children, an older child who should be in the school program may have to stay out to be with them as the mother also works in the fields. By planning the programs together costs of transportation and food services can be shared by both agencies.

Since health services are so important to a program for migrants, the local public health service should also be included when a program is planned. The public-health nurse can help coordinate services with the local medical and dental professions. Explore such agencies as the Agricultural Extension Service and volunteer agencies in the community for any services they have to offer.

SELECTED REFERENCES

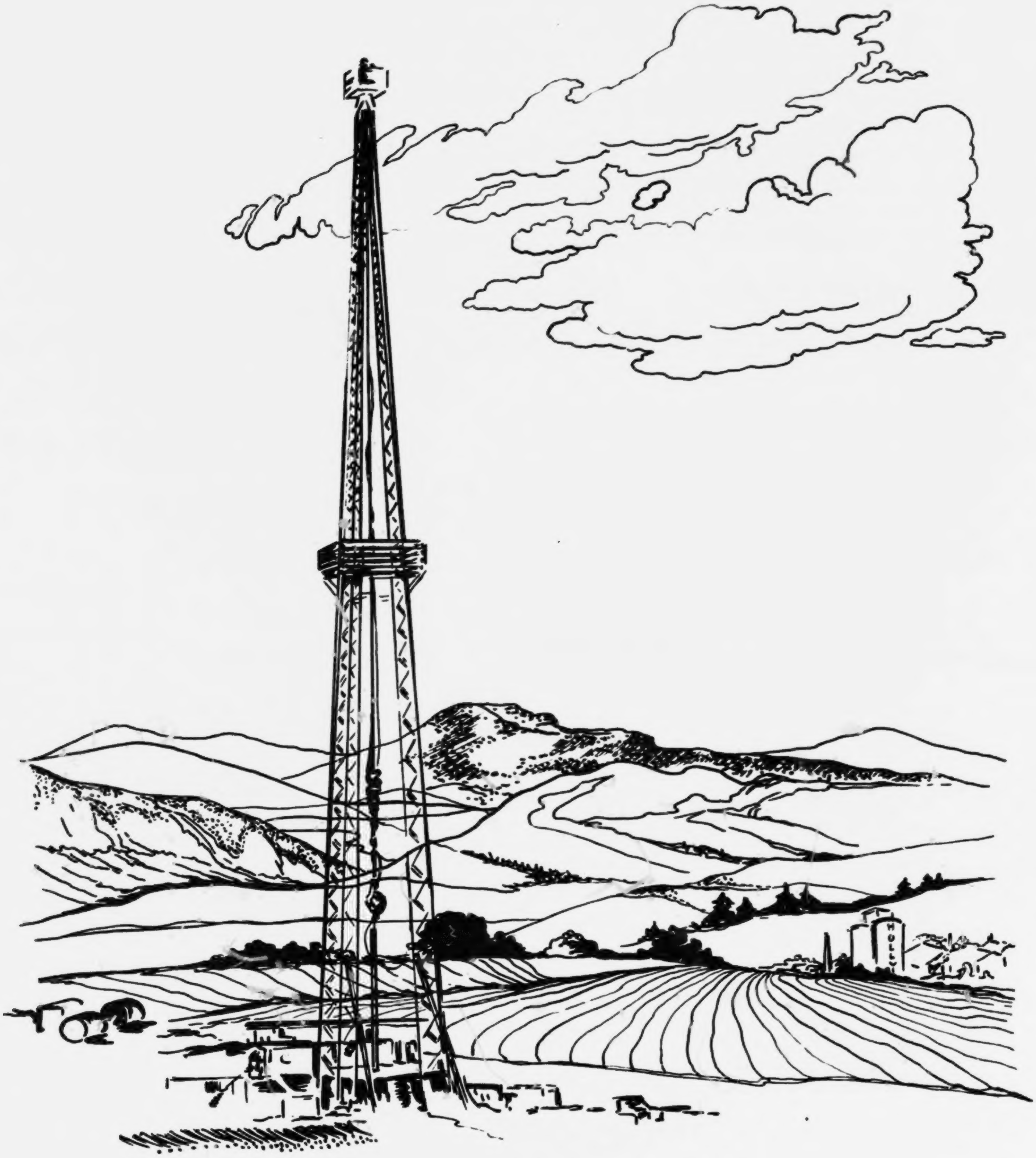
1. Greene, Shirley, Education of Migrant Children. Washington D.C.: National Education Association, 1954.

2. The Colorado Program for the Education of Migrant Children: A Guide to Administrative Procedure for Participating School Districts. Denver: The Colorado State Department of Education, 1961.

3. Potts, Alford, Providing Education for Migrant Children. Denver: Office of Instructional Service, Colorado State Department of Education, 1961.

4. Selected State Programs in Migrant Education. Washington, D.C.: Department of Health, Education, and Welfare.

5. Teaching on the Move: A Guide for Migrant Education. (Produced by members of the 1959 Adams State College Workshop on Curriculum for Migratory Children) Denver: The Colorado State Department of Education, 1960.


HOLLY

CHAPTER VI

CURRICULUM

ART

Philosophy and Purposes

Art is a product of creative human effort. It involves a process of coordinate seeing, feeling, thinking, and acting, of imagination and perception. It should be satisfying to the creator. Art education is a process of learning through study and action. It should be a dynamic force in the curriculum. A good art program should offer a wide variety of experiences, media, and materials rather than being confined to pencils and crayons.

Procedure

It should be foremost in the teacher's mind that the Mexican-American or Indian-American child has an ancient heritage of art at his finger tips. He may not have had an opportunity to express it with art materials such as are commonly found in Anglo-American classrooms so he will have to be taught how to use the various media and not be overwhelmed by too much at once.

Since the migrant child has not had an opportunity to see art in all its forms, attention should be given to design on cloth materials, in architecture, on furniture, in beauty in nature and in the many near-at-hand, beautiful things that many people never see. Teach them to look--see.

The Role of the Classroom Teacher in the Art Program

1. To stimulate and encourage the child in his creative expression
2. To help the child develop an awareness of beauty all around him
3. To develop pride in work well done
4. To provide many and varied art experiences
5. To demonstrate the correct and most efficient way of using tools and equipment
6. To teach the child to be tolerant and to appreciate the efforts of others
7. To display the work of every child
8. To include appreciation of art through the ages
9. To explain the creative value of an art experience to the parent of the child or to the community

Art in Relation to Other Curriculum Areas

The nature of art is such that it permeates all areas of life itself. It may be a free-time activity, or may be correlated with the rest of the curriculum. Color, texture, pattern, form or line will find their way into other subjects such as mathematics, science, social studies, music, health, and especially language arts. The visual, kinesthetic, and tactile experiences of art will reinforce information in any learning situation.

Creative Art versus Patterns

Creative art should allow freedom of expression and a full play of imagination for the child. The teacher's part should be one of guidance. Many types of testing materials used today make use of tracings and patterns for determining certain results. There are programs for motor skills development that incorporate the use of patterns to achieve certain goals. These two programs are entirely separate. Their purposes are nearly opposite. They both have their place in the total school program, but one should never be used to replace the other.

Summary

1. Art is personal.
2. The art program must be flexible.
3. Art contributes to the total personality of the child.
4. The teacher is important. He encourages and helps.
5. Projects should not be longer than a week in duration to allow children to feel accomplishment in their work.

Suggested Projects

The basic structure of an art program should include the use of line, texture, pattern, color, shape, form, and space. The following are activities and media:

Design
Illustration
Pencil
Crayon
Chalk
Paint--tempera, water color, string, sponge painting
Drawing--figure drawing, animal nature, landscape, still life
Ink
Print Making--potato, wood block
Papier-Mache
Finger painting
Lettering
Paper, scissors, paste
Posters
Collage
Room decoration
Murals
Modeling--clay, oil base clay, sawdust, flour, salt
Mobiles
Puppets
Stitchery--weaving

For older children:

Sculpture
Carving
Craft materials
Wood working
Leather craft
Linoleum block printing
Ceramics
Metal work
Commercial art and advertising
Sewing

Recipes

1. Sawdust dough (modeling material)--two parts sawdust(sifted), one part wheat paste or flour, one part water

2. Salt and flour (modeling material)--two parts flour, one part salt, small amount of water

3. Finger paint--Add powder paint (tempera) to liquid starch.

4. Cornstarch paint--two large tablespoons of cornstarch wet in one-fourth cup cold water. Pour into one pint of boiling water. Add one tablespoon soap flakes. Color with tempera paint.

Film List

1. Children are Creative. Obtain from Bringham Young University, Provo, Utah, 84601.

2. Exploring in Paint. Obtain from the University of Colorado, Boulder, Colorado, 80302.

Suggested Reading

1. Children's Art from Deep Down Inside, Natalie Robinson Cole, John Day Company, New York, 1966.

HEALTH AND SAFETY

Learning must be related to life as the migrant child knows it, if it is to improve his way of living. If bath water must be carried from a pump or faucet located far from the small migrant house, heated in tubs on top of the stove, and there are a large number of children to bathe in one crowded room it is useless to teach migrant children that they must have a warm tub-bath every day. Teaching them to take sponge-baths is important. Also teaching that showering before going into a school swimming pool and after coming out of it, provides a way of keeping the body clean.

The more teachers know about actual living conditions and the health and safety problems the children face in their own area, the more useful will be the school experiences they plan for the children they teach. Talks by public health nurses, ministers, dentists, doctors, and social and child welfare workers in the community will supplement the teacher's sometimes limited experiences and suggest ideas for more effective teaching.

Following are some of the most urgent needs for instruction of children in migrant communities:

Dental Health

This is one of the unmet problems of the migrant child. Prevalence of cavities is often caused by poor nutrition, by lack of daily care of the teeth, and failure to see a dentist at regular intervals. The following are some suggested concepts to be taught about good dental health:

1. Brushing teeth correctly and the proper use of toothpaste and brushes should be taught. Establish a regular supervised routine of brushing teeth after breakfast, lunch and afternoon snacks.

2. Importance of reducing sweets by substituting other foods

3. Value of rinsing the mouth or cleaning teeth after eating

4. Learn how decay starts through study of structure of teeth

5. Services offered by dentists and how to arrange for them

Nutrition

Many migrant schools provide a breakfast, a noon lunch, and a snack before the children return home in the evening. This is one of the most important contributions made to their health. The following should be taught in school:

1. Importance of a well-balanced diet for good health and how to select and plan a diet (Use magazine pictures to talk about food; let children group the pictures in categories--meats together, fruits together, etc.; then place them into groups showing a well-balanced meal. Make a scrap book or posters of meals, etc.)

2. Desirability of a wide variety of foods in the diet, and a chance to learn to like new foods (Write or tell a story about a favorite food. Tell about a new food to try. Correlate with what the cooks are planning to serve soon.)

3. Importance of cleanliness in the care and preparation of foods, how to take care of garbage safely, dangers resulting from poor sanitation practices

4. Importance of vegetables, fruit, and milk in a good diet (Use powdered milk if fresh milk is not available.)

Care of Eyes

This area is often neglected in the life of the migrant. These points should be emphasized in school:

1. Proper care of the eyes
2. Importance of proper light for close work
3. Effect of constant eye strain; importance of wearing glasses when one needs them and care of glasses

Rest

This can be a real problem in the crowded quarters of the migrant family where it is common for many to sleep in one room and several may sleep in one bed. The following concepts should be included in the school program:

1. There is a need for reasonable sleeping time with different requirements for different ages.
2. The migrant family needs to plan together to see that younger family members get enough rest and quiet activities before bedtime.
3. Because of the long day of these children, the children may have an opportunity to rest during the school day if sleeping mats are provided for the younger children and a quiet period for the older ones.

Safety

Because of the hazardous conditions of play areas near some migrant homes, safety should be stressed (films available). The following safety lessons should be taught:

1. Precautions against burns; how to treat burns; how to prevent and put out fires; what to do if clothing catches on fire
2. Precautions in playing around broken glass and metal; how to take care of cuts and scratches
3. Dangers in playing around irrigation ditches and dump yards
4. Dangers in playing near farm machinery
5. Safety precautions to take in crossing roads and streets, and walking along them
6. How to protect small children of the family by putting barriers around stoves, and enclosures around yards
7. What to do in case of an accident; teach first aid
8. Importance of safe drinking water; how water can be sent for purity tests to the State Chemistry Laboratory, University of Wyoming, Laramie, Wyoming or to the State Department of Public Health, State Office Building, Cheyenne, Wyoming

Provide Practice at School

Activities are far more effective than talk in developing habits of safe and healthful living. Provide practice in habits of safety. Clean faces and hands and tidy hair can be encouraged if a mirror is provided. After telling children they need to wash their hands, allow plenty of time for them to do it. Be sure they use soap and dry hands properly. Teach them to wash their hands after toilet use and before they eat. Teach them to use toilets properly and to flush them after use. See that the school room has good lighting and ventilation. Give attention to safety in use of school equipment.

CLEANLINESS

Objectives:

1. To give understanding of why personal cleanliness is necessary
2. To teach how germs are enemies of good health; where and how germs grow and spread
3. How to wash hands correctly; clean fingernails, and why this is necessary
4. To teach why shampoos and baths are essential; teach use of deodorant

Activities:

1. Have class discussions of why germs are dangerous.
2. Let children touch sugar culture plates and use microscope to observe growth of germs over two or three days. Emphasize that germs are everywhere.
3. Show films on how germs are spread; how colds are caught, etc.
4. Teach how the house fly can carry germs; need to keep flies off foods ready to be eaten. Look at legs of fly under microscope.
5. Teach how hands pick up dirt and germs; why wash with soap; how to wash with minimum supply of water by having someone pour water over the hands. Demonstrate.
6. Teach reasons for bathing (wash off dirt, control germs, and control perspiration). Teach use of deodorant to control body odor. A deodorant can be made from baking soda and water.
7. Discuss hair care, neat, attractive appearance. To keep germs or pediculosis from spreading, each must have his own comb. Teach how to shampoo hair in a shower and also in a basin to eliminate pediculosis. Look at a head louse under a microscope.

Adolescent Problems

Mexican-American children seem to mature rapidly. Provision must be made for sex differences. Instructor must be chosen wisely--if necessary, use a teacher-nurse.

The older children should be separated for part-time instruction.

1. Personal hygiene
2. Adolescent problems

LANGUAGE ARTS

Why Read Aloud

Children from advantaged homes are better prepared in reading readiness because of reading material available in the home and because of the parent's time and interest in their development.

Reading aloud is one of the most effective ways to create an interest in reading within the child. This does not mean picking up a book and saying the words in a story. It means making the story come alive for the child and through this he learns:

1. To develop an interest in knowing what books have to say,
2. To think and reason,
3. To hear new word meanings, and
4. To gain factual knowledge.

How to Read Aloud

1. Get the children interested in the story before you start to read by discussing the title and pictures. Then ask them what they expect the story to be about.

2. Discuss the pictures; they will help tell the story. The very young child will especially like to do this.

3. Keep them thinking about the story by stopping occasionally and discussing what has happened. Have them figure it out: Why did this happen? What will happen next?

4. Read slowly, clearly, with good enunciation and expression.

5. Ask a question or two about what has been read. This encourages good listening habits. With good listening habits, children will remember what they have heard. This builds good reading comprehension.

6. Read a long story in parts--just a few pages or a chapter each day. Ask the children what they think will happen next and have them make guesses. Begin the session on the next day by briefly discussing what happened last time. This keeps the "whole" story intact.

When to Read Aloud

1. Read to the children every day. It is the biggest boost you can give to them toward reading.

2. Have your reading session at a regular time.

3. The reading session should be a relaxed and happy period.

What to Read

1. Choose books with lots of pictures.

2. Let the children share in choosing the book to read. They will be more interested if they share in the selection of the book.

3. Choose some poetry. All children will love it--if the teacher does--including the boys.

Developing Communication

A migrant child needs to develop skills in communication: listening, speaking, reading, and writing. There must be special stress on observation, listening and communication skills. The migrant child may never become proficient in speaking, reading and writing both languages, but probably will read and write the English language better because of the schools which he will attend.

Once the migrant child begins to develop skill in speaking as well as listening, he will be able to make his needs known, secure information, learn more about his environment, and maintain better communication with family and friends. Ability to communicate in an effective manner will develop a feeling of assurance, self-confidence and a more positive self-image.

The background of the migrant child may have handicapped him in his speech development. He may come into a school where English is spoken and taught as a second language. He may be bilingual but unable to speak either Spanish or English well, but rather a hybrid language referred to as "Spanglish or Tex-mex." His past experiences may have limited his development of a strong vocabulary or good listening habits.

Poor physical health, malnutrition or physical defects of the ears and eyes may be contributing factors to a retarded language and speech development. His attention span may be very short since he may have been in situations where there was excessive noise and confusion. He learned to shut out noise. This situation may not have been conducive to developing a listening vocabulary which must precede the speaking vocabulary.

Language skills for all children are developed through rich and meaningful experiences in which a child may actively participate. The migrant child must have an opportunity in the school to be exposed to a variety of situations to which he will want to make an oral response. The classroom and physical setting should be structured so that it will provide the child with an interesting, informal, and familiar atmosphere with consideration being given to his cultural background. There should be many pictures, displays, materials, and visual aids which will stir his curiosity and encourage him to communicate his interests. The school should be well lighted, well ventilated, free from too much outside interference and generally pleasing in appearance.

Rapport between the teacher and the child should be such that he is not afraid to attempt to express ideas, to ask questions, and to show respect for others by developing listening skills and courtesies. Bilingual teachers or teacher aides are especially essential for the younger children in order to establish adequate communication. The child should feel no threat or fear of ridicule if his speech is hesitant, and unintelligible at first. He should be encouraged to try and be rewarded immediately for successful efforts.

Trip To The Zoo

Once the physical and psychological climate is established, the program needs to provide many situations in which the child can experience and explore new materials and concepts. These should be meaningful to the child and should provide him with motivation to talk, to try new words, and to communicate about those things in which he finds pleasure. Trips to the park, to stores, the fire station, post office, industrial centers, and recreation such as swimming, games and physical education activities should encourage the child to communicate orally. The classroom should include science corners, museum table, play corners, pets, pictures, books, and many materials which the child can touch, handle and explore. A wealth of impressions and information are gained through the senses of touch, taste, smell, sight and hearing. A variety of activities in all of these areas should be provided.

Suggested Activities

1. Experience charts are an essential part of the everyday learning activities in the Language Arts Program. Create experience charts founded upon recent successful experiences the child enjoyed.

2. Guide the children into conversations about the immediate environment: things in the schoolroom, parts of the body, or articles of clothing. Let the children take a study trip and talk about the things they see.

3. Present a large picture containing several objects. The children may match objects in the picture with objects or small pictures.

4. Call attention to familiar sounds: ticking of a clock, whistle of a train, crowing of a rooster, or sound of a truck.

5. Encourage discussion about pictures and books that the children use. To avoid confusion the context of the picture should be simple and in correct proportion.

6. Read or recite jingles and nursery rhymes, especially those emphasizing particular sounds as "baa, baa, black sheep."

7. Play an echo game with verse and short stories. The entire group or individual children may be the echo. Listen carefully, especially in group work, to make sure that mispronunciations are not reinforced by repetition.

8. Gather a group of children's toys in a box. Have children close eyes and try to identify and talk about the toys such as a ball, truck, block, doll, etc. by touch.

9. Put a number of different sized blocks in a box and have the child put these in order from large to small.

10. Have a box with several of each article as marbles, nails, tacks, toy soldiers, etc. Have a blindfolded child sort the box.

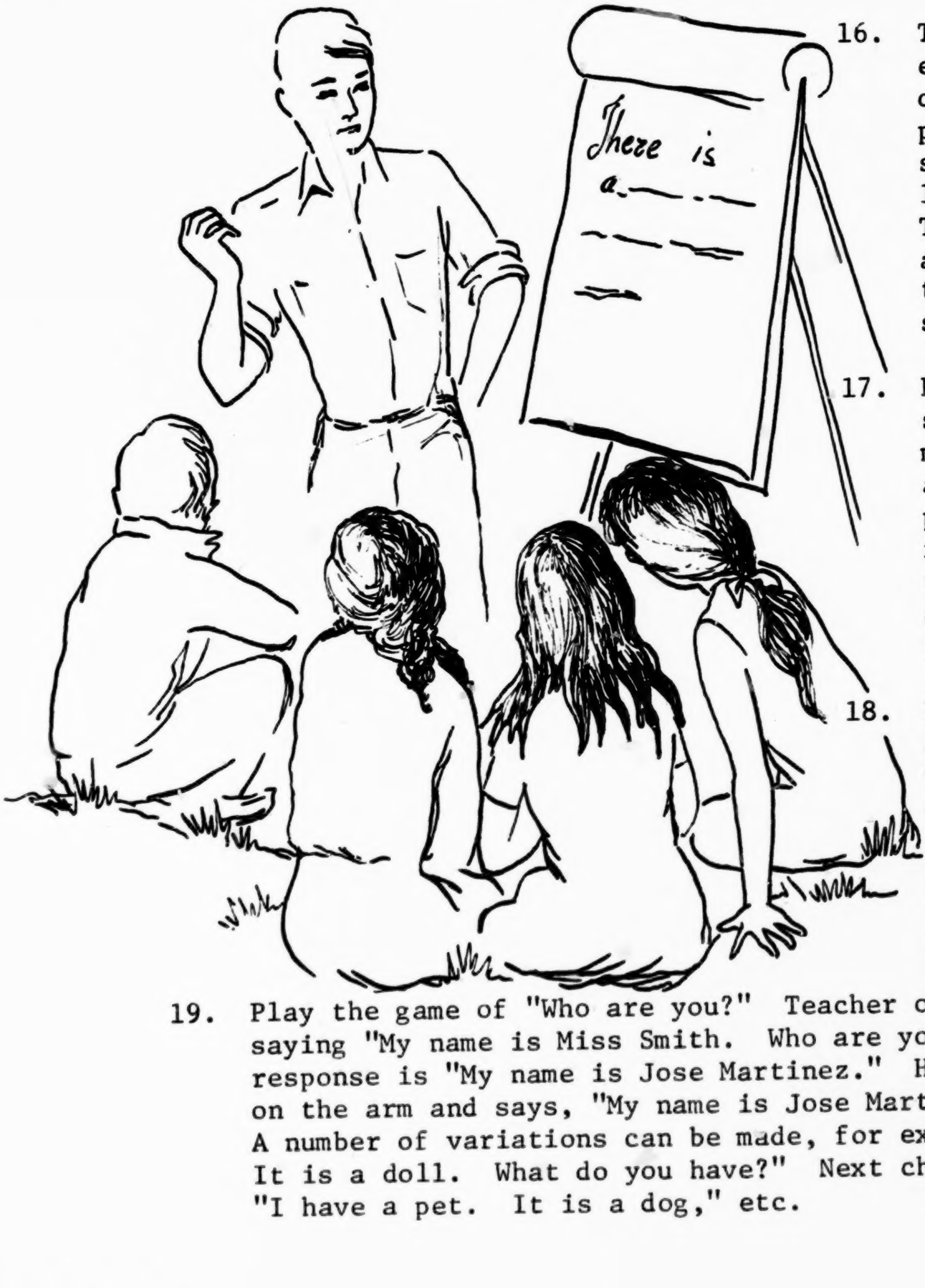
11. Provide opportunities for group or choral speaking. This is valuable in giving confidence, in freeing tension, and in permitting children to gain more fluent expression. Children are more relaxed and at ease while doing things together. This is an excellent method of teaching the rhythm and inflection in American speech. Use short poems which have appeal to the children.

12. Present stories in which children may join with illustrative sounds or imitations. Example: "Three Billy Goats Gruff" or "Three Pigs."

13. Pronounce series of words like "blue, bad, back, brown, pony," and ask the children to indicate the word starting with a different sound.

14. Make sound booklets with a page for each consonant sound, and paste in pictures of many objects whose names begin with the sound of that page.

15. Make charts for a wall display with a key picture and word at the center and pictures of objects whose names start with the same sound arranged around the key picture. Use these charts in games and discussions.



16. Talk about and evaluate excursions or field trips, pictures, books, stories, interests, likes and dislikes. This may be done in a one-to-one relationship or in a small group situation.

17. Divide the class into small committees to make plans for an activity such as a party, a presentation for parents, class trips, clean-up activity, or preparation for an activity.

18. Play the game of "Where am I going?" The child will tell in simple directions the way to the library, the gym, drinking fountain, etc., and have the others guess where he is going.

19. Play the game of "Who are you?" Teacher or child can start by saying "My name is Miss Smith. Who are you?" The expected response is "My name is Jose Martinez." He then taps another child on the arm and says, "My name is Jose Martinez. Who are you?" A number of variations can be made, for example: "I have a toy. It is a doll. What do you have?" Next child responds by saying "I have a pet. It is a dog," etc.

20. Whenever the child has succeeded in arts or crafts encourage him to tell about his work, how he did it or what he liked or did not like about it.

21. Have the children take turns practicing introducing themselves to the teacher, visitors and new children. The child should use his full name, as "I am Mary Martinez." The other child responds by saying "Hello, Mary." or "How do you do, Mary."

22. Explain good manners to the children and demonstrate in the daily work with the children situations for use of such words as "please, thank you, excuse me, good morning, and good night." Practice language courtesies throughout the day whenever the occasion arises. Children learn by imitation, particularly if they respect and like the teacher.

23. Teach them to set a table with table settings and discuss simple table manners and how to pass food from one to the other. Practice conversation at the table.

24. Make bulletin boards or charts showing good manners. The children may be able to draw the pictures for these. Manners Can Be Fun by Munroe Leaf has some excellent illustrations which could be adapted.

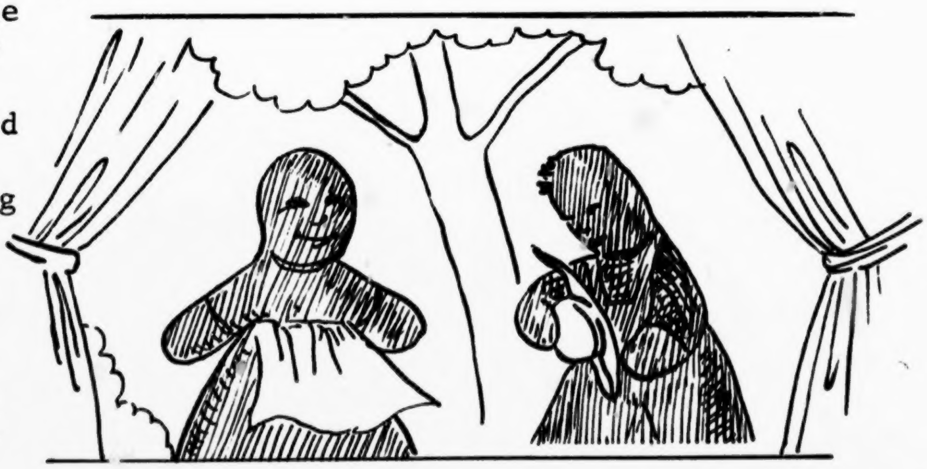
25. Contact the telephone company for use of their telephone kit. Children may use can and string phones made in science class or two telephones to practice telephone conversation and telephone manners. Teach them to use a telephone directory.

26. Work with puppet shows of favorite stories of the children. Stick or paper sack puppets are easy to handle. Have children give dialogue in their own words.

27. Have children re-tell stories which have been read to them; give brief reports on projects.

28. Have the children act out characters from stories extemporaneously. Discuss speaking clearly, speaking with a voice that can be heard by everyone being addressed, using good posture, and the importance of looking at the audience.

29. Have pupils prepare and present short talks about a hobby, an interest, a field trip or something



relevant to them. Help them to organize a report, prepare a demonstration, and to answer questions. Have the class plan short plays. Use the tape recorder to record the speaking in the play and then have pupils improve individual performance. Work on posture, voice control, enunciation, and general personal appearance. Be sure that the children can understand and relate these factors to good communication.

30. Have a pupil relate an incident that he has experienced or witnessed. Have another pupil repeat the incident as presented by the first pupil. Use the discrepancies, if any, as the basis for teaching children to attempt to report accurately about the things they actually hear or see.

31. Play the game, gossip, whereby a message is whispered into the first pupil's ear, who in turn whispers it to the next and so on down the line. Then have the first and last people tell what they heard and compare what has happened in the transmission of the message around the circle.

32. Gather appropriate vegetables that have a distinctive odor and have children smell them. Examples: cabbage, onions, canteloupe, carrot, garlic.

33. Bring small containers of spices and seasonings such as cinnamon, nutmeg, pepper, mint, sage. First notice the difference in odor, then see if the child is able to identify them with no clues.

34. Taste foods such as apple, orange, cherry, plum, and grapefruit. Talk about the different tastes. Do the same for a group of vegetables or for liquids such as water, milk, orange juice, tomato juice, etc.

35. Study objects closely to note shape, size, color and use.

36. Provide exercises to distinguish between colors and shapes. Compare objects to find out how they are different and how they are alike.

37. Suggest open-ended stories where children supply the ending which pleases them.

38. Encourage children to think about themselves and write their autobiography.

MATHEMATICS

The main purpose of mathematics in the summer program should be the enrichment and the practical aspect (telling time, reading calendars, spending money, making a budget change, looking at grocery ads, etc.) We must never lose sight of the fact that along with the facts, skills, and understandings of arithmetic the child is also developing attitudes, habits of work, thrift, ideals, and standards for himself, which in the aggregate have the greater total impact on the child's development.

Essentials of the Mathematics Program

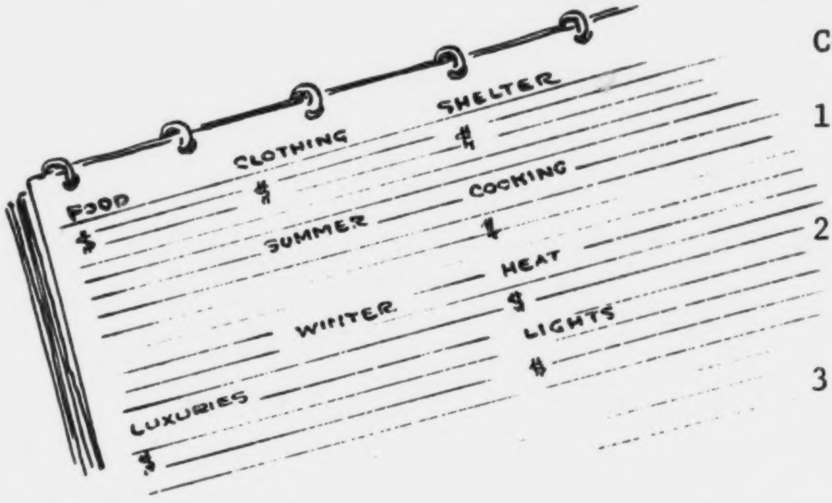
1. Teach the child to read and understand stated problems.
2. Utilize a variety of concrete and semi-concrete objects such as counting frames, measuring devices, pegs, discs, play money, and number lines to clarify number concepts.
3. Utilize varied activities in order to maintain interest and develop learning such as chalkboard activities, flannel-board activities, number patterns, number puzzles, number games, flash cards.

Judging Criteria for Suggested Enrichment Activities

1. The activity should appeal to the pupil. It should be interesting and suitable to the maturity of the group.
2. It should have definite social value. For example, it may develop consideration for others, encourage cooperation and taking of turns, and provide satisfactory competition.
3. Rules for playing should be simple so that all the children can readily understand and follow them. Keeping score should not interfere with the progress of the game.
4. The game should involve most of the players most of the time. Children lose interest if they have to wait too long for a turn. Perhaps several groups, each formed according to ability, may play.

5. The game should have a purpose related to arithmetic, and using arithmetic should be essential to the play or to the scoring. It should not involve arithmetic beyond the child's understanding.

Where Does the Money Our Families Need Come From?



Concepts to be developed:

1. Money for the family must be earned.
2. The wage earners in the families earn their money in a variety of ways.
3. Ideally, families budget money for their needs and save a portion.

Materials:

1. Experience chart
2. Bulletin boards--pictures to illustrate
3. Possibly checks--use opaque projector to enlarge the checks to discuss how they need to be filled out.

Experiences and suggested content:

1. Discuss members of the family who earn money.
2. List on experience chart--illustrate.
3. Discuss types of employment by the wage earners of the family.
4. List on experience chart--illustrate.
5. Discuss how the money is paid to the wage earners. (Some groups may want to find out about checks--how they are filled out, how cashed, etc. This interest could encourage the children in writing their names, dates, and number words.)
6. Bulletin board
    a. Members of the family (pictures) who earn the money for the family

   b. Types of employment (pictures such as nurses, farmers, doctors, teachers, laborers, etc.)

7. Pictures might be collected of all types of community workers.
8. Mural--any media to illustrate workers
9. Some groups might want to dramatize or pantomime:
   a. Work their fathers or mothers do
   b. Community workers
   c. How a family might plan to spend family income

Why Do Families Need Money?

Concepts to be developed:

1. Money is needed to buy the necessities of life.
2. Money is needed to pay for services, recreation, and miscellaneous items the family needs and wants.
3. Some money is saved for future needs.

Materials:

1. Experience charts
2. Supply of pictures
3. Toy coins and bills
4. Bulletin board

Experiences and suggested content:

1. Discussion--why we need money
2. Experience chart--make a list of how the families spend their money. Illustrate with pictures--food, clothing, shelter, rent, cars, toys, taxes, insurance, utilities, and savings.
3. Bulletin board--coins or money scattered around border, pictures showing needs met by money.
4. Mural 2--any media--things money buys for the family

Sample Problems:

1. If in the restaurant Danny Rodrigrez saw on the menu that a sandwich and milk cost thirty cents, would both the sandwich and milk cost more or less than the quarter he had? Explain.

2. If Donna has 100 five-cent stamps, 20 six-cent stamps, how many stamps does she have altogether? How much did the 100 five-cent stamps cost? How much did the 20 six-cent stamps cost?

3. Billy earned $2.60. He always puts ½ of the money he earns in the bank to help buy his school clothes. How much did he put in his bank this time?

4. Maria's mother took her shopping. She looked at the weight on each can of peaches. Two were unsweetened and each cost 48 cents. The one her mother chose cost 49 cents, but the label said "Sugar added." Maria knew that they had sugar at home. She wondered why her mother bought the 49¢ can. Do you know why?

5. In driving to Torrington, Wyoming, from Texas, Johnny Chavez kept track of the miles and cost of part of the trip. In driving 300 miles his father bought 15 gallons of gas and paid 35¢ a gallon. How much was spent for gas?

6. The pupils of the fifth-grade class plan to buy 75 four-year transplants of Colorado Spruce to be planted around a migrant school in Wyoming. If these transplants are 8" - 12" tall and are priced at $2.00 for 10 transplants, how much will be the cost of each tree? How much will the 75 transplants cost?

7. Three times a week the Hernandez family buys five quarts of milk at 26¢ a quart. How many gallons is this per week? Per month? Per year? How much does milk cost this family per week? Per month? Per year?

8. Near Riverton, Wyoming, the Virgilio family raises beets. In the fall they found that the beets averaged 14 tons per acre. If this family had sixty acres, how many tons of beets were harvested? At the rate of _____ a ton, how much would they get for the crop? Would this be clear profit? Give reasons for your answer. (The above blank is to be filled with the average price at the time the problem is given because sugar content with other factors control price.)

Teaching Aids

1. A calendar with numbers in different bases. Some publishing companies furnish them when requested.

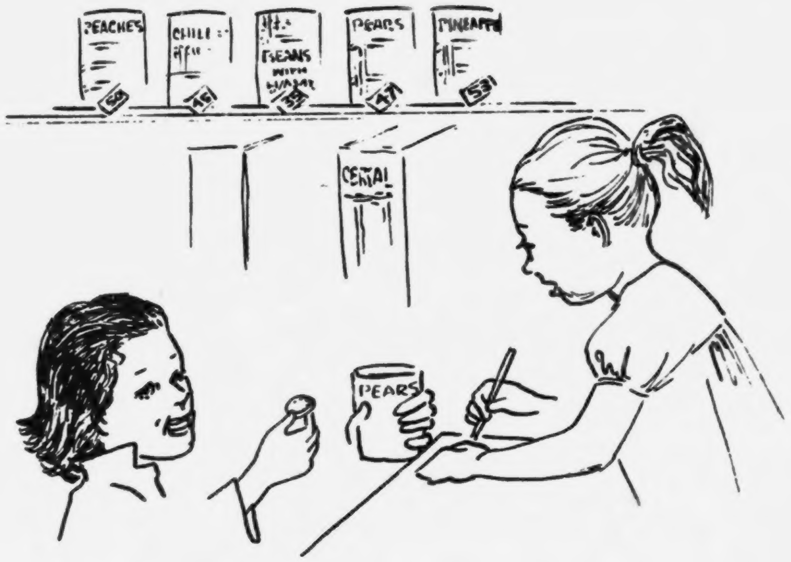
2. Cardboard has many uses in math. Cardboard counters or squares are recommended by the instructor.

3. List of suggested materials for teaching mathematics:

   Counting kits
   Counting rods
   Colored stick counters
   Picture cards
   Pictures
   Bingo number cards
   Domino cards
   Peg board
   Number cards
   Felt or flannel boards
   Count and color books
   Puzzle numbers
   Measuring devices
   Subtraction and addition wheels
   Spinner game
   Magic rocket
   Clock faces
   Fractional parts
   Place value charts
   Strip chart
   Problem cards
   The hundred chart

   Suggested activities:

   Use of real money in the sale of fishing license
   Construct a play store
   Figuring gas, miles traveled, speedometer reading (decimal), gas mileage, miles per gallon
   Cost of gas for trip
   Cost of food for trip
   Cost of average food per person
   Interpret the data on scales for weight and height



4. Materials to guide and direct learning: (Teacher's kit)

   Abacus
   Fractional equivalents
   Enlarges squares similar to pupil squares to show decimals
   Flannel board
   Chart of fractional equivalents
   Place value charts

5. An abacus--Children may profit by counting on the abacus, a useful aid in establishing the place value concept. On the abacus ten is represented by a 1. One hundred is similarly represented by one counter, not ten lines of counters. The abacus may also be used to advantage in introducing two or more addition and subtraction.

6. Testing--The workshop does not recommend formal testing for this group. Evaluation should include individual observation by the teacher of their daily work. They feel that many activities should be planned so the group can experience success, then move into the next related activity. Each pupil should be recognized for his correct attempt and effort.

MUSIC

Music as Part of the World about Us

Music's first claim to a place in the curriculum lies in the simple fact of its existence. If one function of education is to acquaint the individual with his environment, then surely music must be included for it is an integral part of that environment. There is no phase of man's struggle for existence that has not been accompanied, communicated, and extended by music. From the primitive to the most sophisticated of cultures, music has been central in every ritual. So it is with the Spanish-American heritage.

Music is a means of personal expression of these people. In many subtle ways music provides a record of how they have reacted in their struggle with their environment, of what they hold most dear, and of what they have seen as important to their well-being. There is no desire or emotion felt by man that is not reflected in his art. Regardless of the simplicity or complexity of the culture, the emotions common to all men find expression through artistic form.

The ability of the Spanish-American to express his emotions through some kind of symbolism (words, musical sounds, dance, color and line) might well be considered his highest attainment. Music contributes to the life of feeling in a way that language cannot. It is not bound, as words, by specific meanings. In music each can find his own expression and create his own interpretation. Everyone will respond at different levels at different times, depending on the type of music and on his mood at the moment. What one takes from music will depend on what he brings to it.

Musical growth follows a sequential pattern similar to the orderly development seen in other areas of child growth. Cognizance of this sequence is essential if the classroom teacher is to know when to introduce new material, when to emphasize previous learnings, and when to encourage deeper exploration of ideas already grasped. It is important that the teacher have in mind, first, the musical behavior that children should exhibit when they come to him; and second, the musical accomplishments they should gain under his guidance so that they will be ready for subsequent musical experiences. He needs to know when to teach what.

> Not every classroom teacher is capable of single-handedly providing the rich program of musical experiences his children should have. Regardless of who does the major portion of the music teaching, the classroom teacher's interest in music and his skill as a teacher are indispensable to a vital music program in his classroom. Whether he has sufficient musical background and skills to provide all the leadership his pupils require, or whether he must call for assistance in specified areas, the responsibility for music in the classroom remains his. He must prepare himself in whatever ways he can to meet this challenge.

Music does contribute and relate to the other arts. It can enter into the study of science, mathematics, and physical education.

1. Records are also useful:

   Records may be used for a listening activity. The student may learn to feel the rhythm. The student may learn when the theme is heard. He may learn when the music changes. He may learn when the music is loud or soft, lower or higher.

   Some may enjoy singing with records.

   Records may be used in a free activity period.

   Records may be used for dancing.

   Some may enjoy drawing or painting with music.

   Records may be used during rest period.

2. Records and slides may be used to tell stories.

3. Children enjoy songs.

   Younger children will enjoy action and game songs while an older child may feel this is babyish. The older child will probably enjoy folk and square dancing.

   There are songs to sing with no other activity. These songs may be with instrumental accompaniment, but this is not necessary. Singing is one activity the children can do while traveling. They enjoy songs in other languages.

4. Finger and hand puppets may be used with songs and records.

5. There are many patriotic songs.

   One may explain the history of song; one may explain the story told by the song; one may teach the children to march.

6. Music reading is another essential area.

Note reading--Keep very simple and limit it to basic diatonic patterns unless the student is advanced in this area. When starting this activity, restrict it to the first five tones of the scale. Do not expect a student to advance too fast in a five-week period.

Rhythm--The value of each note is important. Do not teach notes other than whole notes, half notes and quarter notes. Teach the song by rote if rhythm is difficult.

PHYSICAL EDUCATION

Physical education is an important part of the program for the migrant child. Because his parents spend long hours in the fields he will probably be under the supervision of the school from about 8 o'clock in the morning until about 5 o'clock in the evening. He cannot spend all of his time with the academic part of the program. His growing body must have a variety of physical activities.

Physical activity helps to satisfy many of the growing child's needs such as the need for oxygen, the need for tension release and the need for prestige. Participation in physical exercises and games results in an over-all feeling of well-being which helps him to be interested in the academic part of the program. Besides a program of exercises for developing individual physical fitness there should be a variety of sports and games. Swimming should be included if a pool is in the area. Team sports such as volley ball and soft ball are important in developing sportsmanship and teamwork.

Activities selected for the physical education program should:

1. Be suited to the ages, concerns, and needs of the children
2. Be interesting, meaningful, and significant to the children
3. Be adaptable to large or limited numbers of children
4. Develop skills and tastes that have future value as well as immediate value
5. Make provision for development of pride and satisfaction
6. Have social and ethical values to the child as well as improved physical development
7. Develop wholesome attitudes toward victory and defeat
8. Develop organic vitality and improve neuromuscular system

The facilities and available equipment in the school will have some effect on the types of activities included in the program, however these factors do not need to limit the quality of the program offered the children. The new guide "Physical Education and Health Education for Wyoming Elementary Schools" distributed by the Wyoming State Department of Education has many ideas and suggestions that can be used. The booklet "Youth Physical Fitness--Suggested Elements of a School-Centered Program" developed by the President's Council on Youth Fitness is another available source for help. Showers should be taken after each Physical Education class. Schools should attempt to provide shorts or gym suits for the girls.

SCIENCE

To make science meaningful to migrant children the teacher should use the community as a resource along with authentic science books, field trips, visual aids, experiments and materials.

Objectives

1. To help children pose a problem as a result of their observations
2. To give guidance on how to proceed to find an answer
3. To help develop an open-minded attitude until more than one way has been explored to find the answer
4. To help children to try different ways of solving the problem
5. To help children to evaluate their findings
6. To encourage children to delve into other problems

A unit might begin with the following questions "How much do these children know about the growing of sugar beets?" Starting with the above question, the teacher should adapt the unit to the grade level.

1. How the plants grow
2. Requirements for growth are soil, rocks, moisture, rainfall, irrigation, sunlight, good weather, and long growing seasons.
3. Machines that help us with work; machines used with sugar beets
4. Why people raise sugar beets
5. How sugar is manufactured
6. Use of sugar by people
7. Use of other parts of the sugar beets

Activities

1. A science discovery chart: This can be a two-column project listing the activities and conclusions of each lesson on a chart. Example: wheels make work easier--other column--pictures of objects with wheels: seeds grow--other column--pictures of young plants

2. Teaser tags: Before starting a unit on machines attach a card to the pencil sharpener saying, "There are two wheels inside this sharpener, do you know what they are for? Can you find other wheels in our classroom? There are at least 20." (Whatever number the teacher has checked on in the room)

3. A science wonder box: This box contains a magnifying glass and bits of material to examine. New items are occasionally added to the collection and old ones are removed. A card on the box calls attention to the materials and asks questions about them.

   Have envelopes containing salt, sand, and sugar. Do all the crystals have the same shape? Put a drop of water on some crystals in a dish. See what happens.

   Have a chicken feather. Pull apart a piece of a feather. Can you see tiny hooks? What are they for?

   Have square-inch pieces of tweed and cottonprint. One of these pieces of cloth has a printed design and the other one has a woven design. Which is which? How can you tell?

   Other items for the wonder-box might be wood, bark, leaves, flowers and insects with appropriate questions.

SOCIAL STUDIES

Objectives

1. To provide an appreciation of self and of individual rights; the democratic system under which we live; the people who developed our country, state, and world; the ways and manners of others; laws, why they are made, and those who enforce them

2. To provide an understanding of helping others; how change is related to progress; how to draw conclusions, make comparisons, and make generalizations

3. To know and think of himself as an American

4. To learn to read maps, globes, charts, and graphs
5. To help children to understand their own culture and to find things which engender pride

Procedures

1. To emphasize techniques of discussion, drawing conclusions and generalizing, exchanging ideas, impressions and experiences appropriate for and relating to the content studies
2. To use as many concrete materials as possible: flat pictures, charts, maps, globes, filmstrips, films, transparencies
3. To provide field trips into stores, bakeries, canning factories, dairies, etc., so that children may have vocabulary-building experiences
4. To invite workers in from the school and community
5. To plan dramatizations and team-learning activities

Sample Units

Unit on the comparison of Texas and Wyoming

1. Location: Texas and Wyoming
2. Size: Texas and Wyoming
3. Terrain: farm land, plains, deserts, mountains, rivers
4. Populated areas: cities, rural
5. Temperature: Texas in the summer and winter; Wyoming in the summer and winter
6. Moisture

7. Crops and industries

8. Purposes and objectives:

   Develop the geographic concepts (mountains, rivers, plains, deserts, and farmlands) and how they are used.

   Develop an understanding of how man has adapted himself and his crops to different environments

   Develop map and library skills

   Develop the verbal and listening skills

Unit on the West

1. Purpose:

   To acquaint children with Western heritage

2. Introduction:

   A cowboy story read to the children by the teacher

   This could be followed by a trip to a ranch to observe a branding, or some similar affair, perhaps a rodeo.

3. Closing activities:

   A pretend roundup with fire and singing cowboy songs

   This would be a good chance to use any guitar-playing children. Make cowboy costumes from any material available. A booklet with words of songs, and poems, pictures and stories could be made for each child to take home.

4. Poems:

   "Sun and Saddle Leather" by Badger Clark

   Cowboy Poems by John Lomax

5. Songs:

   Many good ones can be found in Together We Sing by Fullerton, Webster Publisher--Branch McGraw-Hill.

6. Books:

   Cowboy Sam Stories by Edna Chandler

Cowboy Andy Stories by Edna Chandler

Cowboy Boots by Shannon Garst

Sancho of the Long, Long Horns by Allen Bosworth

Unit on the sheep industry

1. Purpose:

To acquaint the child with all phases of sheep raising, products obtained from the animal, and uses of these products

2. Activities:

Take a field trip to a sheep ranch to see a flock, talk to the herder, talk to the owner, observe the shearing operation if possible, and see how the sheep are handled.

Write a story of the trip.

Find pictures of sheep.

Make a map showing centers of sheep industry in the nation.

Read stories about sheep ranching.

See a film on some phases of the sheep industry.

Make carders and card wool.

Visit a place where wool is graded.

Have the county agent talk to the group to show how to judge sheep and wool.

Talk about uses of wool. Find pictures of uses. Make charts that tell the story.

Use scraps of wool cloth to make pictures.

Put materials together into a booklet for each one.

3. Books:

The First Book of Wool by Betty Cavanna

Sheep Wagon Family by Myra Richardson

Boots, the Story of a Working Sheep Dog by Myra Richardson

Boy on the Sheep Trail by Priscilla Carden

Threat to the Barkers by Joan Margaret Phipson

Unit on citizenship and patriotism

1. Purpose:

   To help children realize that our country has a birthday

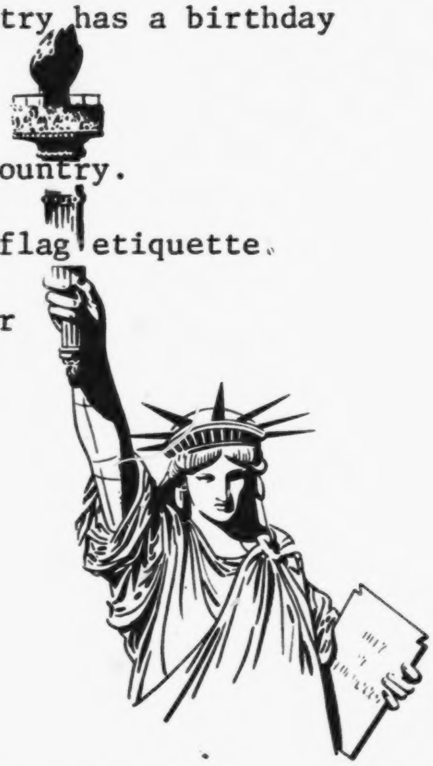
2. Activities:

   Teach patriotism and respect for our country.

   Teach respect for the flag and proper flag etiquette.

   Teach the meaning of the flag and other symbols that represent our country (Uncle Sam, the Statue of Liberty, the eagle, the capital, etc.)

   Relate the child's own birthday to our country's birthday



Unit on understanding the laws

1. Purpose:

   To develop a basic understanding of the rights and responsibilities of a citizen

2. Activities:

   Explain that Highway Patrols, the Police Departments, and Sheriffs give protection and help.

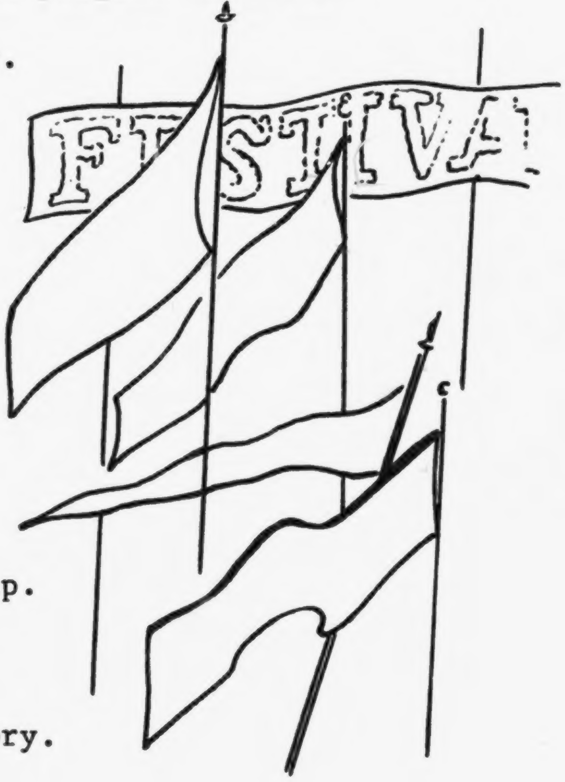
   Invite the police, the sheriff, and highway patrol to come in uniform to talk to the children.

   Dramatize the proper way to cross a street.

Activities for Lower Grades:

1. Identify members of the immediate family.

2. Identify himself in a full-length, then a three-way, mirror. Identify himself in an individual, then a group, photograph. Identify his own voice on a tape.
3. Take a short trip and then discuss it with the group.
4. Identify and name things in the classroom.
5. March to the Stars and Stripes Forever.
6. Learn to work together cleaning up the classroom or work center.
7. Plan and celebrate a birthday or holiday.
8. Listen to legends told by the teacher's aide or the teacher.
9. Listen to and identify familiar sounds (people, animals, transportation).
10. Watch television at school and discuss the program observed.
11. Follow one-step commands from the teacher.
12. Learn to say, "Please" and "Thank you"
13. Listen to and repeat everyday sounds.
14. Play the role of storekeeper.
15. Look at comic strips in the newspaper.
16. Tell about festive days.
17. Go on a trip to the post office.
18. Develop a cooperative story about the trip.
19. Match words and pictures.
20. Select a correct ending for a picture story.



21. Draw himself and the family.
22. Match common signs with verbal clues (Coca-Cola, Phillips 66, Go, Slow, Stop).
23. Match verbal clues with rooms and signs in the school (cafeteria, library, office, principal's office, boys' room, etc.).
24. Develop a history research unit by using the following questions: What can you tell us about his childhood? What made this man or woman famous? Can you tell us an interesting story about the man after he grew up? What interesting events were happening in America about the same time? (George Washington, Daniel Boone, Sam Houston, Francis Warren, Father Morris)

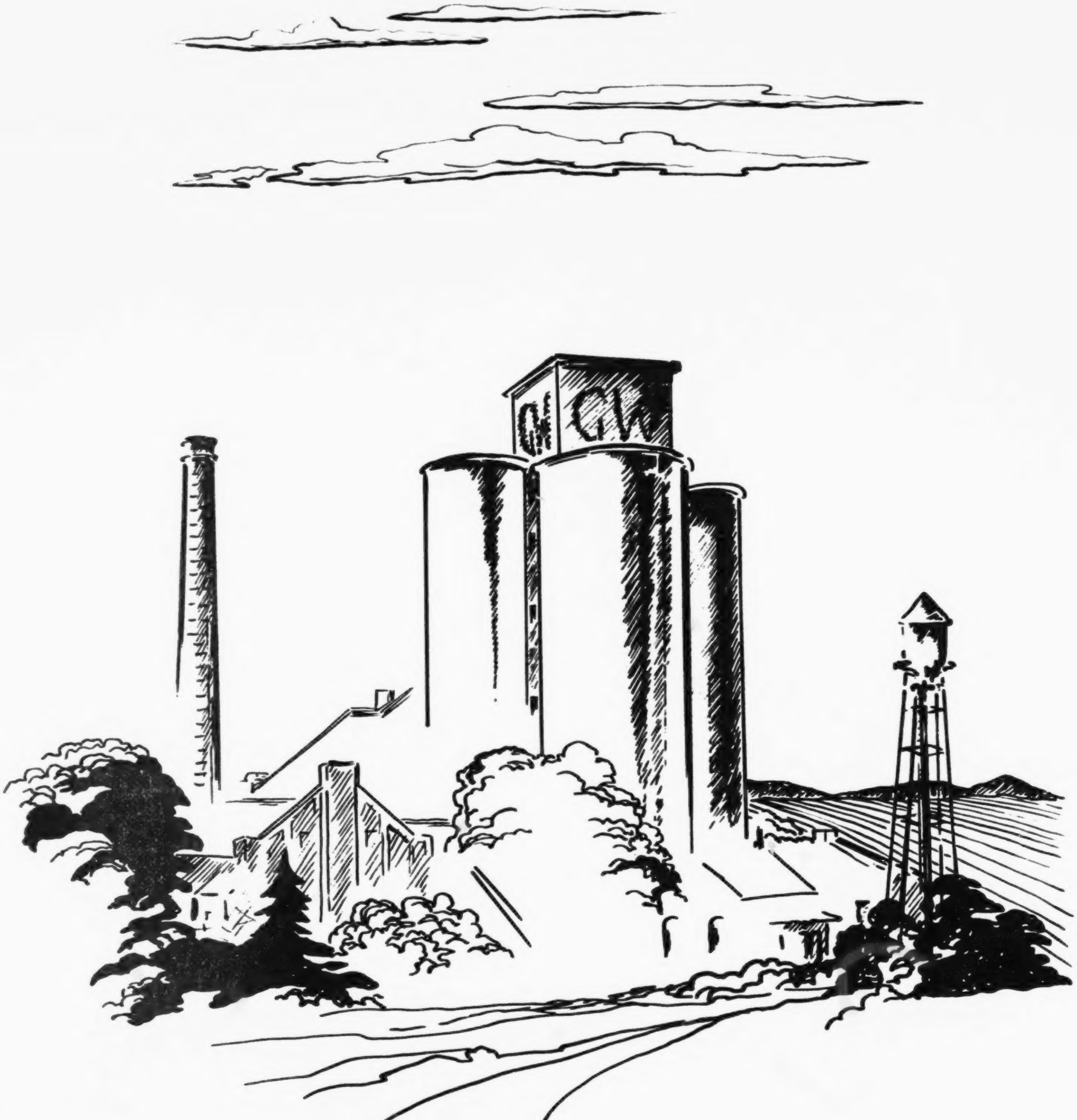
FIELD TRIPS

Field trips may be taken to many places but should be an integral part of the instructional program.

1. Get permission from the child's parents or guardian to go on the trip (See Form E in the Appendix.)
2. Advance arrangements concerning field trips such as time, purpose, etc., should be made preceding all trips.
3. Motivation should be done prior to all field trips, setting up objectives, goals, etc.
4. Use all resource material available in correlation with the trip, e.g., films, filmstrips, etc.
5. Make all necessary travel arrangements.
6. Adequate insurance should be carried for all transportation on field trips and on all children while participating in school activities. Unless drivers are properly insured and licensed, private automobiles driven by any individual should not be used to transport children going on field trips.
7. When children return to classroom, use follow-up experiences such as games, experience charts, etc., to develop vocabulary, word associations, etc. Teacher's creative initiative should be fully used at all times.
8. All personnel, for example, teachers, teachers' aides, special teachers unless otherwise involved in teaching at the time, should be present on all field trips.
9. All pupils within one group of responsibility should be easily identified using some means of visual identification such as paper tags of various colors, shapes, etc.

10. A field trip co-ordinator should be designated for all trips.

11. Suggested evaluation sheet should be used (See Form J in Appendix.)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Materials for Teaching Phonics

THE ABC PHONIC CHART; American Book Company, 300 Pike Street, Cincinnati, Ohio, 45202.
Three sets of twenty charts each for grades 1-3 with records and Teacher's Editions, correlated to Betts Basic Readers.

American School Supply Company, 2301 Blake Street, Denver, Colorado, 80205.
LISTEN AND LEARN WITH PHONICS (Three records, four books, word wheel, charts, strips of letters and directions); plus PHONIC FUN (two workbooks) and BUILDING WORDS (one workbook) by Bechley-Cardy Company; and materials by Ideal, Kenworth, Gerrard, Milton Bradley, Gel-Sten, Hayes, Continental and others as listed by publisher in this list.

Milton Bradley Company, Springfield, Massachusetts.
PHONETIC QUIZMO, PHONETIC WORD BUILDER, PHONETIC DRILL CARDS, PHONETIC WORD WHEEL, and other card sets.

Garrard Press, Champaign, Illinois.
DOLCH SOUNDING MATERIALS and other materials by Dolch; seven games, grades k-up, also card sets for Basic Sight Vocabulary.

Harcourt, Brace and World Publishing Company, 7555 Caldwell Avenue, Chicago, Illinois, 60648.
WORD ANALYSIS PRACTICE by Durrell, Murphy, Spencer, and Catterson. Three sets of cards for intermediate grades.

Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois, 60134.
LEARNING LETTER SOUNDS by McKee. Workbooks with Teacher's Guide and liquid duplicating masters.

Houghton Mifflin Company, 1900 South Batavia Avenue, Geneva, Illinois, 60134.
WHAT'S THE WORD? by McKee, Harrison, McGowen, and Lehr. Set of twelve filmstrips with Teacher's Guide, Grades 3-6.

Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois, 60300.
STUDY EXERCISES FOR DEVELOPING READING SKILLS by Neal and Foster books, A, B, and C, plus answer books.

Lyons and Carnahan, 407 East 25th Street, Chicago, Illinois, 60616.
PHONICS WE USE by Meighen, Halvorsen, Pratt and Helmkamp. Six workbooks with Teacher's Editions, Grades 1-6.

Scott Foresman Company, 1900 East Lake Avenue, Chicago, Illinois, 60025.
FILMSTRIPS FOR PRACTICE IN PHONETIC SKILLS. Four filmstrips for first grade, with key sheet and suggestions for use.

Webster Division, McGraw-Hill Book Company, Manchester Road, Manchester, Missouri, 63062.
EYE AND EAR FUN by Stone. Four workbooks and readiness book, grades 1-6.

Webster Division, McGraw-Hill Book Company, Manchester Road, Manchester Missouri, 63062.
IT'S TIME FOR PHONICS by Scott. Four workbooks (R,A,B, C)for grades K-3, plus Teacher's Book: PHONICS IN LISTENING, IN SPEAKING, IN READING, IN WRITING.

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2. *Preschool Instructional Program for Non-English-Speaking Children*. Austin: Texas Education Agency, 1964, 132 pp.

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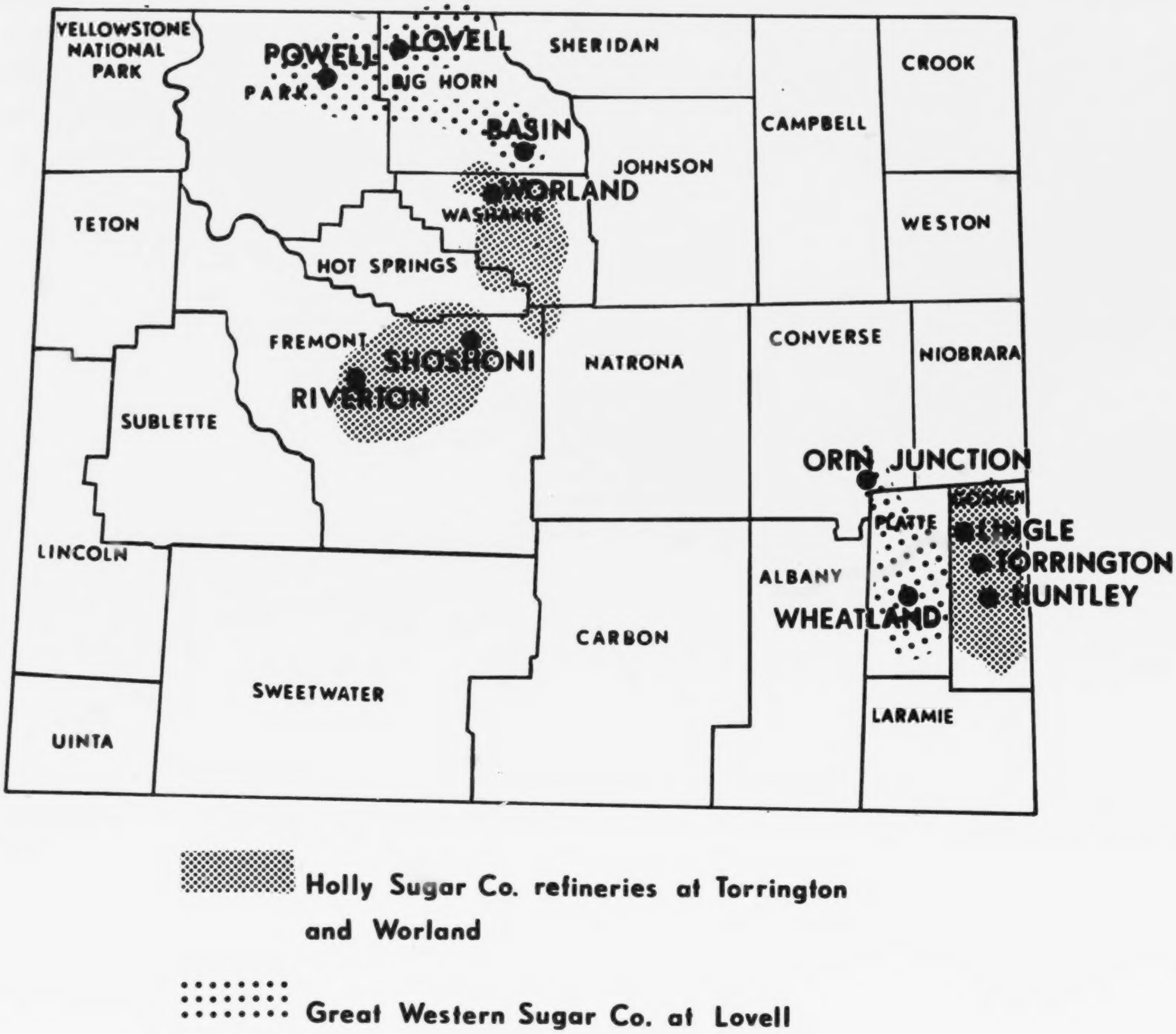
AREAS USING MIGRATORY LABOR IN SUGAR BEET FIELDS


YELLOWSTONE NATIONAL PARK
POWELL
LOVELL
SHERIDAN
CROOK
PARK
BIG HORN
BASIN
CAMPBELL
JOHNSON
WORLAND
TETON
WASHAKIE
WESTON
HOT SPRINGS
FREMONT
SHOSHONI
NATRONA
CONVERSE
NIOBRARA
RIVERTON
SUBLETTE
ORIN JUNCTION
GOSHEN
PLATTE
LINGLE
TORRINGTON
HUNTLEY
LINCOLN
ALBANY
WHEATLAND
CARBON
SWEETWATER
LARAMIE
UINTA
Holly Sugar Co. refineries at Torrington and Worland
Great Western Sugar Co. at Lovell

APPENDIX

RECORDS AND COMMUNICATIONS

One of the big problems faced by teachers working with migrant children is knowing where the children attended school before and what they accomplished there. The U.S. Office of Education and states having programs for migrant children have worked on a School and Health Record Transfer System. The record developed by the State of Colorado (Form A) has been chosen as a model to be used in the Wyoming program until the adopted national form is available. Three copies of Form A have to be filled out for each child. One copy is kept in the school, one is given to the child and one copy is mailed to a designated central agency. (This will be the State Department of Education in the state where the child will go after he leaves Wyoming or his home-base state which in most cases is Texas.) It is suggested that three different colors be used for these forms. (Form B is the form used by Texas.)

Each area having agricultural migrant workers must have a designated contact person who will visit the families as they arrive to find out if there are school-age children, how many there are and their ages. Form C, an Interview Report, will be provided the contact person. These reports will be necessary for planning the number of teachers needed for the school.

After the contact person has visited the family and secured the necessary information, the school principal will send a Letter of Invitation to Attend Summer School, Form D, to the family announcing that school will be provided for the children. Form D can serve as a model. Since some of the parents cannot read English, it is well to set the letter up in both English and Spanish.

Soon after the child enrolls in school it would be good to send a Letter of Welcome, Form E, to the parents inviting them to visit the school and keep the school transfer record in a safe place so that it can be updated by the school before the child moves on.

The summer school program for migrant children should include field trips. In most cases these trips require transportation to get to the designated place. Parental consent should be obtained before any trip is taken. Form F, Letter Asking Permission to Participate in Extra-Curricular Activities, can serve as a model for getting written parental consent. Again since some parents cannot read English, the letter should be written in both English and Spanish.

The health of the migrant child is an important part of his educational program. Parental consent is necessary before examinations, treatments or immunizations can be given. Form G, the Migrant Children's Health Services Form can be used as a model for getting this consent.

Migrant children are on the move and sometimes lose their school and health record transfer cards, and sometimes they forget the name and address of the last school attended. Because of this, it is good practice to give each child as he leaves a post card with the name and address of the school he has attended on one side and a request for records on the other. Form H, Request for School and Health Records, is an acceptable model to follow.

FORM A

A SCHOOL AND HEALTH RECORD TRANSFER SYSTEM *

1. County & District ____________ School ____________ Date Enrolled __/__/__
2. Name ____________ (M F) Sex · Birthdate __/__/__ Age ______ Verified? ______
3. Current Address ____________ Street--Camp--Farm--RFD No.
4. Normal Grade for Age ______ Achievement Level: Reading ______ Arithmetic ______ (Note: Indicate school grade level)
5. Days Present ______ Days Absent ______ Date Withdrew __/__/__ Days Membership ______
6. Identification No. ______ Home Base State ______ County ______ District ______ Registration No.
7. Home Base Address ______ Number Street Town County State
8. Home Base School ______ Number Street Town County State
9. Number of Schools attended during past 12 months ______
10. Occupation of parents, guardians, or head of household during past 12 months:

Father ______ Name ______ Type of work ______ Town, County, State

______

Mother ______ Name ______ Type of work ______ Town, County State

______

11. HEALTH--DATE ENTRY AND COMMENT ON REMEDIATION

E Physical ______
X Dental ______
A Vision ______
M Hearing ______
S T.B. Skin Test ______
Chest X-Ray ______
S Diphtheria ______
H Pertussis ______
O Measles ______
T Tetanus Toxin ______
S ______
Polio Vaccine ______
Smallpox Vaccine ______

12. SPECIAL INTERESTS, ABILITIES, NEEDS

______

13. TEXTBOOK TITLE--PLACE PAGE-- c.DATE-PUBLISHER

______
Reading ______
Arithmetic ______
English ______
Social Studies ______
Science ______
Spelling ______
Other ______

14. NAME OF OTHER SPECIAL TEST FORM

______

15. Enrolling school: 1) Keep one copy; 2) Give one to pupil when possible; 3) Mail one to designated central agency.

4-67

* Obtained from the Colorado Department of Education

FORM B-1

TEXAS EDUCATION AGENCY

A SCHOOL AND HEALTH RECORD
TRANSFER SYSTEM FOR MIGRANT
FARM CHILDREN IN TEXAS

Name of Pupil ____________________
School District ____________________
Address ____________________

ADDITIONAL PUPIL INFORMATION

Full Name of Pupil

Home Base Address (No., Town, & State)

Sex Age and Birthday Grade

Verification of Age and Source

ADDITIONAL SCHOOL INFORMATION

Name of Campus

Date Enrolled and Date of Withdrawal

Days Present Days Absent

ACHIEVEMENT LEVEL: READING & ARITHMETIC

SPECIAL INTERESTS, ABILITIES, NEEDS.

NAME OF SPECIAL TESTS TAKEN
Identify Scores:

Use of English: Oral and Written

Name and Address of Father

Name and Address of Mother

Occupation of Parents

REPORT OF OTHER SCHOOLS ATTENDED SINCE WITHDRAWAL FROM HOME BASE DISTRICT

Name of School District

Address of School District

Name of School Principal

No. of Schools Attended in Past Year

HEALTH: Exams
Date entry and comment on Remediation.

Physical ____________________
Dental ____________________
Vision ____________________
Hearing ____________________
T. B. Skin Test ____________________
Chest X-Ray ____________________

HEALTH: Shots
Date entry and comment on Remediation.

Diptheria ____________________
Pertussis ____________________
Measles ____________________
Tetanus Toxin ____________________
Polio Vaccine ____________________
Smallpox Vaccine ____________________

TEXTBOOK: Title-Date and Publisher

Reading ____________________
Arithmetic ____________________
English ____________________
Social Studies ____________________
Science ____________________
Spelling ____________________

FORM B-2

DIVISION OF COMPENSATORY EDUCATION
TEXAS MIGRANT PROJECT
BRAZOS AT 11th
AUSTIN, TEXAS 78711

A SCHOOL AND HEALTH RECORD TRANSFER SYSTEM
FOR MIGRANT FARM CHILDREN IN TEXAS

Name of Pupil ____________________

Sex ____________________

Age and Birthday ____________________

Verification of Birthday-Yes or No ____________________

Source of Verification ____________________

PLACE
CHILD'S
PHOTOGRAPH
HERE

Name of School District ____________________

Address of School District ____________________

Name of Campus ____________________

Date Enrolled ____________________

Date of Withdrawal ____________________

Keep this form and present it to the next school entered.

Guarde esta forma y entréguosela a la próxima excuela.

FORM B-3

ADDITIONAL PUPIL INFORMATION

Grade Placement ________ Achievement Level: Reading ______ Arithmetic ______ **(Note: Indicate school grade level)**

Days membership of home base school ______ Days present: ______ Days Absent: ______

Home Base Address ____________________
Number Street Town County State

Home Base School ____________________
Name Address Town State

Number of schools attended during the past 12 months ______

Occupation of parents, guardians, or head of household during past 12 months:

Father ____________________
Name Type of work Town County State

Mother ____________________
Name Type of work Town County State

REPORT OF OTHER SCHOOLS ATTENDED SINCE WITHDRAWAL FROM HOME BASE DISTRICT:

1. ____________________
Name of school district Address Name of school principal

Days Present ______ Days Absent ______ Assigned to Grade ______ Quality of Performance ______

____

2. ____________________
Name of school district Address Name of school principal

Days Present ______ Days Absent ______ Assigned to Grade ______ Quality of Performance ______

____

FORM B-4

HEALTH

Exams: Date entry and comment on remediation.

Physical ____________________

Dental ____________________

Vision ____________________

Hearing ____________________

T.B. Skin Test ____________________

Chest X-Ray ____________________

SHOTS:

Diphtheria ____________________

Pertussis ____________________

Measles ____________________

Tetanus Toxin ____________________

Polio Vaccine ____________________

Smallpox Vaccine ____________________

SPECIAL INTERESTS, ABILITIES, NEEDS.

NAME OF SPECIAL TESTS TAKEN - Identify Scores:

TEXTBOOK

Title - Date - Publisher

Reading ____________________

Arithmetic ____________________

English ____________________

Social Studies ____________________

Science ____________________

Spelling ____________________

Others ____________________

USE OF ENGLISH:

Oral ____________________

Written ____________________

FORM B-5

PLEASE REPORT ANY OTHER DATA THAT WOULD BE HELPFUL IN THE INSTRUCTION OF THIS PUPIL:

Home Base School: (1) Give one to parents when possible, (2) Mail one to Texas Education Agency.

FORM C

INTERVIEW REPORT *

Date____________________

School District____________________

County____________________

Family Name	Mother's First Name	Father's First Name
____________	____________	____________

Present address____

Street--Town Last Town

Names and Ages of Children

____________(age) ____________(age) ____________ (age)

____________(age) ____________(age) ____________ (age)

Special interest of parents________________________________

____

Special problems____

____

Immediate needs____

____

First contact (action taken)________________________________

____

Subsequent contacts (action taken)__________________________

____

COMMENTS OF INTERVIEWER

* Obtained from the Colorado Department of Education

FORM D

LETTER OF INVITATION TO ATTEND SUMMER SCHOOL

Dear Friends:

There will be a summer school this year for children of workers in agriculture. This school will be held at (name of school), a very modern school.

School will begin on (dates) and end ________. The school day will be from (8:00 a.m. to 4:30 p.m.)

The buses will pick up the children after (7:00a.m.) and they will arrive at home at about (5:00p.m.)

This school is free; books and materials needed will be furnished by the school. The only charge is __ cents per child each day to help pay for lunch.

Children from age __ to age __ are urged to attend. By enrolling your children in this school you will enable them to advance in their school work.

The bus will come to your home on the morning of the (date) . We will expect to see your children in summer school.

Sincerely,

____
(Principal's signature)

Type the above letter in Spanish for the convenience for those who do not read or write English on the second half of this page.

FORM E

LETTER OF WELCOME

Notice to Parents

Parents as well as pupils and teachers must be convinced that school records for migratory children are important. Studies have indicated that more migrant children are presenting transfer records in most States where the importance of such records has been emphasized by the school personnel.

It is suggested that soon after the child enrolls, a form letter (see Form D) or post card be sent to the parents, inviting them to visit the school and reminding them to call at the school for transfer records for their children before moving to a new community. The wording on the letter or card may be printed in Spanish for Spanish-speaking parents.

Name of School
Address of School

Date________________

To the Parents of ____

We are happy to welcome your child to our school and invite you to visit us at your earliest convenience. We hope to provide your child with every opportunity to receive a good education.

We are asking your cooperation with the school by encouraging your child to attend school regularly and by keeping (his - or her) School transfer Record in a safe place so that it can be returned to the school and updated before you move to a new location.

The parents' group meets at (time) o'clock on (day) of each month. We hope that you will come and get acquainted.

Sincerely yours,

____
Teacher's signature

---

* Obtained from the U.S. Office of Education.

FORM F

LETTER ASKING PERMISSION TO PARTICIPATE IN EXTRA-CURRICULAR ACTIVITIES

Date____________

My sons/daughters____________, ____________, ____________, ____________,
____________, ____________, ____________, ____________, ____________
are participating in the Migrant Education Program conducted by School District________in ____________County. I, therefore, request that my child be permitted to take part in all school and extra-school activities related to this program. Such activities may include, but not be limited to, swimming, field trips, and visits to nearby towns.

When transportation to and from the activity is required, such transportation may be provided by a person authorized by the school district. It is my understanding that all school-sponsored activities have been selected to meet the needs of my children.

____
Signature Parent or Guardian

____
Town

Mis hijos/hijas____________,____________,____________,____________,________,
____________,____________,____________,____________,____________,__________
estan participando en el progama de education para los misgratorios que esta conductando el districto de escuela numero________en el condado______. Por lo tanto deseo que permitan a mi nino que tome parte en todas las actividades que tengan en la escuela y afuera de la escuela. Estas actividades pueden ser tal cosas como (pero no exculsivament) nadando, excursiones al campo y visitas al pueblo. Cuando transportacion sea requerida, caulquier persona authorizada por el districto de escuela tiene mi permiso para transportar a mis ninos a todas actividades. Es mi entendimiento que todas las actividades propuestas por las escuela han sido selectados para ayudarles a mis ninos con sus clases en la escuela.

____
Signatura del pariente o guardian

____
Pueblo o ciudad

FORM G

MIGRANT CHILDREN'S HEALTH SERVICES FORM*

Below is a form that we recommend you sign. It gives us permission to give medical or dental care to your child without cost to you.

Thank you.

Esta es una forma que la recommendamos que firme para darle permision al dentista y al medico para hacer trabajo necessario para su nino sin costo a usted.

Gracias

Parental Consent Form

I give my consent that whatever examinations, treatments, and immunizations are necessary for protecting the health of ______________________________
(child's name)
________________ may be performed by the doctor, dentist, nurse, and dental hygienist designated by the State Migrant Health Program.

Reports and records of whatever services are rendered will be kept strictly confidential and released only to other official agencies and school authorities who have a need for them in providing further services or care.

____
(Parent or Guardian)

____
(Witness)

____
(Address - Town, State)

____
(Date)

____
(Date)

* Obtained from Colorado State Department of Public Health

FORM H

REQUEST FOR SCHOOL AND HEALTH RECORDS *

Because migrant children often lose their Pupil's Portable Records and forget the name and address of the last school attended, some States and school systems have adopted the practice of giving each transfer pupil, as he leaves, a post card with the name and address of the sending school on one side and a request for records on the other.

Request for School and Health Records

Name of Pupil ______________________________

____

enrolled in the ______________________________

(Name of School)

____

(Address)

____

(Date)

Please send school and health records.

____

Signature of Principal or Teacher

____

Date

This procedure provides the address of the last school attended, saves time, and expedites the request for records. It provides a two-pronged approach which, hopefully, may serve as a reminder to both the child and the school personnel about the importance of school transfer records.

---

* Obtained from the U.S. Office of Education

FORM I

INFORMAL SURVEY OF EDUCATIONAL NEEDS

PUPIL:

DATE:

I. UNDERSTANDS ENGLISH:

___WELL ___IMPERFECTLY ___POORLY

II. READS AT THESE LEVELS

INSTRUCTIONAL LEVEL, _____
INDEPENDENT LEVEL, _______

NEEDS HELP WITH THESE SKILLS:

___ALPHABET
___SIGHT WORDS
___WORD ENDINGS
___COMPOUND WORDS
___CONSONANTS
___BLENDS
___VOWEL SOUNDS
___VOWEL COMBINATIONS
___SYLLABICATION
___SUBSTITUTING CONSONANTS
___INITIAL SOUNDS

___MECHANICAL SKILLS ADEQUATE, BUT LACKS COMPREHENSION

III. SPEECH BEFORE GROUP:

___CLEAR AND COMFORTABLE
___HALTING OR CONFUSED
___EXTREMELY SHY

SPEECH DIFFICULTY:

IV. WRITING AND SPELLING:

___DOES NOT WRITE
___USES MANUSCRIPT
___USES CURSIVE
___VERY POOR
___FAIR QUALITY
___EXCELLENT

SPELLS SUCCESSFULLY AT GRADE LEVEL____
CAN WRITE FROM DICTATION AT LEVEL______

V. ARITHMETIC:

GRADE LEVEL____

NEEDS HELP IN THESE SKILLS:

___ADDITION
___SUBTRACTION
___MULTIPLICATION
___DIVISION
___DECIMALS
___STORY PROBLEMS

CAN DO STORY PROBLEMS AT GRADE LEVEL____

VI. HEALTH PROBLEMS NEEDING SPECIAL CONSIDERATION:

___VISION
___HEARING
___LIMITED ACTIVITY
___NUTRITION

VII. OTHER PERTINENT INFORMATION:

STATE DEPARTMENT OF EDUCATION
HARRY ROBERTS, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
MIGRANT EDUCATION

FIELD TRIP EVALUATION SHEET

NAME OF TEACHER____________________ GRADE OF GROUP ATTENDING______

AREA VISITED____________________ DATE____________

PREPLANNING: (YOUR OBJECTIVES)

FOLLOW-UP: (CLASSROOM REINFORCEMENT)

DID THIS TRIP MEET YOUR CLASSROOM OBJECTIVES: (ENCIRCLE ANSWER) YES NO

IF YOUR OBJECTIVES WERE MET, HOW?

IF YOUR OBJECTIVES WERE NOT MET, EXPLAIN BELOW WHERE THE WEAKNESSES WERE MOST EVIDENT: (CHECK)

__________ LACK OF KNOWLEDGE OF THE PLACE VISITED TO PREPLAN ADEQUATELY.

__________ TRIP DID NOT CORRELATE WITH CLASSROOM OBJECTIVES.

__________ INADEQUATE GUIDE SERVICE.

__________ CHILDREN WERE DISSATISFIED OR BORED.

__________ CHILDREN SKIPPED SCHOOL TO AVOID TRIP.

__________ VOCABULARY USED BY GUIDES ABOVE LEVEL OF CHILDREN ADDRESSED.

__________ INADEQUATE PLANNING FOR CHILDREN'S COMFORT (JOHNNY STOPS)

GENERAL COMMENTS AND RECOMMENDATIONS: (USE OTHER SIDE OF PAPER IF MORE SPACE IS NEEDED)

TAKEN FROM HANDBOOK FOR THE EDUCATION OF MIGRANT CHILDREN IN NEW YORK STATE

FORM K

TEACHER AIDES

DESCRIBE BRIEFLY HOW YOU USED YOUR TEACHER AIDE:

CHECK TO SHOW HOW YOU WOULD EVALUATE YOUR TEACHER AIDE THIS SUMMER:

	OUTSTANDING	ABOVE AVERAGE	AVERAGE	FAIR	POOR
1. PUNCTUALITY					
2. ATTENDANCE					
3. PERSONAL APPEARANCE					
4. INTEREST AND WILLINGNESS TO WORK					
5. PROMPTNESS IN COMPLETING ASSIGNED WORK					
6. ACCURACY IN WORK					
7. WILLINGNESS TO FOLLOW DIRECTIONS					
8. WISE USE OF TIME FOR WORK AND REST					
9. INTEREST IN CHILDREN					
10. LOYALTY TO SCHOOL AND TEACHERS					
11. COURTESY TOWARD ALL					
12. GENERAL OVER-ALL ABILITY					
13. ABILITY AS TYPIST					

14. DO YOU FEEL THIS AIDE WAS GIVEN SUITABLE PLACEMENT?

YES _____ NO _____

15. IF NOT, WHAT SUGGESTION CAN YOU MAKE FOR BETTER PLACEMENT?

16. I (WOULD, WOULD NOT) LIKE TO WORK WITH THIS PERSON NEXT YEAR (MARK ONE)

17. COMMENTS

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The MIGRANTS LEAVE WYOMING